E. NÉMATALLAH & E. CHEVALLEY

A

PRACTICAL ARABIC COURSE

ENGLISH TEXT EDITED BY

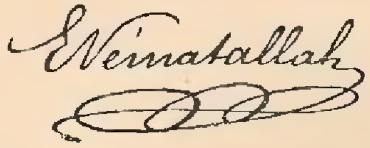
E. G. FINCH

CAIRO

A

PRACTICAL
ARABIC COURSE

Any copy which does not bear these two signatures is unauthorised and will be considered an infringement of the authors' rights.



192430

A Monsieur Chisholm Dunbar-Brunton,
En bien cordial souvenir de l'auteur
E Nematalloh

E. NÉMATALLAH & E. CHEVALLEY

A

PRACTICAL

ARABIC COURSE

English Text edited by

E. G. FINCH, B. A.,
Christ's College, Cambridge,
English Master at Khedivieh School, Cairo

ADOPTED BY THE MINISTRY OF EDUCATION
FOR ITS SCHOOL LIBRARIES

CAIRO
UNION PRESS
J. NÉMATALLAH

1910

All rights reserved

10/2/66

PREFACE

It is constantly asserted by Europeans that it is impossible for them to gain even a moderate knowledge of Arabic except after infinite toil. There is a considerable grain of truth in this assertion, for there exists no satisfactory text-book which a beginner can use with confidence or which is so arranged that the student who has some acquaintance with the language can fix his ideas of the rather intricate Arabic grammar. The existing text-books are either exhaustive treatises dealing with delicate points of the grammar of Classical Arabic, or else they are merely phrase-books of Colloquial Arabic, giving (often in a faulty transliteration) a few common phrases in a particular dialect. The object of the authors of this text-book has been to provide a scientifically arranged grammar of the *language of the Press and of ordinary business life.*

The arrangement of the work is as follows :

Part I deals with the Arabic alphabet, the pronunciation of the letters is explained, as far as possible, phonetically, and reading lessons are given.

Parts II and III provide a complete course in all the important grammatical rules with copious vocabularies and exercises.

There is an Appendix of technical and administrative terms.

Throughout the book the vowel-accents have been carefully inserted in the Arabic script. Perhaps the main difficulty in Arabic is that the vowel-accents are hardly ever written and each word has to be learnt by ear before it can be properly used. The authors hope that this feature of the book will prove particularly useful to the student.

The lessons have been so arranged as to contain no more matter than can be conveniently mastered in a single day.

It is hoped that the book will prove useful to Government officials and Army Officers and especially to those officials who are required to pass an examination in the Arabic language.

THE AUTHORS

Cairo, December 1907.

SYMBOLS
and
ABBREVIATIONS

p . . . . . page
m . . . . . masculine
f . . . . . feminine
s, sing . . . . . singular
d . . . . . dual
pl, plur . . . . . plural

( ) In the vocabulary, Arabic words enclosed within brackets are only employed in the colloquial language.

' This symbol, which is placed over certain letters, denotes a suppressed ا .

The following is the scheme of phonetics adopted in this book to indicate the Arabic pronunciation

â	English	a	in	father
a	«	first a	«	away
ê	«	ai	«	pain
e	«	e	«	men
î	«	i	«	machine
i	«	i	«	pity
ô	«	o	«	glory
o	«	o	«	top
û	«	ou	«	soup
u	«	oo	«	look

Part I

READING LESSONS

EXERCISES

1st Lesson — LETTERS OF THE ALPHABET

Vowel-accent	ث	ت	ب	ا (1)
ـَ				
Fatha : *a*	Se : *th* (3)	Te : *t*	Be : *b*	Alef : *a* (2)

ثَ	تَ	بَ
Tha	*Ta*	*Ba*

			ا	ا	ا
بَبَ	بَبَا	بَا (4)	ب	ـبـ	بـ
تَتَ	تَتَا	تَا	ت	ـتـ	تـ
ثَثَ	ثَثَا	ثَا	ث (5)	ـثـ	ثـ

— Exercise 1 —

بَثَ	تَثَ	ثَتَ	تَبَ	بَتَ	ثَبَ
بَتَاتَ	بَاتَ	ثَبَاتَ	بَابَ	ثَبَتَ	تَابَ (6)

---

(1) The Arabic alphabet contains 29 letters.

(2) *a* is the sound of alef ا , *b* that of ب , etc.

(3) Pronounced like *th* in *thin*.

(4) For the present, we shall only consider the *alef* when it is placed in the middle or at the end of a word (ا) ; thus it serves to lengthen the vowel-sound of the preceding letter. E.g. بَا is pronounced *bâ* and not *ba*.

(5) These three columns show the form of the letters when written at the beginning, in the middle, or at the end of a word.

(6) *Alef* cannot be joined to the following letter in a word.

2nd Lesson — LETTERS OF THE ALPHABET

Vowel-accent	خ	ح	ج
ـِ			
Kasra : *i*	Kha : *kh* (2)	Hha : *hh*	Gim : *g* (1)
	خِ	حِ	جِ
	Khi	*Hhi*	*Gi*

بَجَجَ	ثَجَا (3)	جَبَا	ج	جـ	جـ
بَحَحَ	بَحَثَ	حَبَبِ	ح	حـ	حـ
تَخَخَ	بَخَتَ	خَبَثَ	خ	خـ	خـ

— Exercise 2 —

جَابَ	حِجَابِ	تَاجِ	بَاحَ	حَجَا
بَاخَ	بَاحَثَ	خَابَ	جِبَابِ	حِجَجِ
خِبَا	حِبَابِ	خَبَبِ	حَبَا	حَجَبَ
تَاحَ	تَبَاحَثَ	حَاجِبِ	تَخَابَثَ	حَاجَاتِ

---

(1) Pronounced usually like *g* in *good*.

(2) Pronounced like *ch* in the German *Nacht*.

(3) When followed by ج ح خ, the letters ـَ ـِ ـُ are usually written ـَـ ـِـ ـُـ

They are also occasionally written thus : ـَـ ـِـ ـُـ, as will be seen later.

3rd Lesson — LETTERS OF THE ALPHABET

Vowel-accent	ذ	د
ـُ		
Damma : u.(2)	Zâl : *th* (1)	Dâl : *d*
	ذُ	دُ
	Thu	*Du*

جَحَدَ	جَدَثُ	دَجَا(3)		ـد	د
تَخِذَ	جُذِبَ	ذَابَ		ـذ	ذ

Exercise 3

دَبَجَ	حَدَا	ذَاتُ	دَاخَ	جَاذِبُ
حَدَثَ	ذُبِحَ	دَجَاجُ	حَادِثُ	جَدَبَ
جَادَ	حَذَا	جَاحِدُ	حَدِبَ	جُذَاذُ
تَحَادَثَ	ذُبَابُ	حِدَادُ	ذَابِحُ	تَجَاذَبَ

---

(1) Pronounced like *th* in *though*.

(2) The vowel-accents are three in numbers (ـَ), (ـِ) and (ـُ).

(3) د and ذ cannot be joined to the following letter in a word.

4th Lesson — LETTERS OF THE ALPHABET

ـً	ز	ر
Fat-hetên : *an*	Zên : *z*	Re : *r*

زاً	راً
Zan	*Ran* (1)

حَجَرُ	خَبَراً	رَبِحَ (2)	ر ـر ر	ر
حَجَزَ	جَزَرُ	زَرَداً	ز ـز ز	ز

— Exercise 4

جارِحٌ	بَراحاً	زَادُ	رَاتِباً	رَحِبَ
رَاجِحاً	رَذَاذٌ	تُرَابُ	بِرَازاً	بُخَاراً
خَرَابُ	جِدَارُ	رُتَباً	زَجَرَ	حَاجِزُ
جِرَاحاً	جُزُراً	جَرَاداً	بَادَرَ	زُجَاجاً

---

(1) The sign (ـً), which adds the sound of *n* to (ـَ), must be followed by ا which, however, has no vocalic value.

(2) ر and ز cannot be joined to the following letter in a word.

5th Lesson — LETTERS OF THE ALPHABET

ـِـ	ش	س
Kasretên : *en*	Shin : *sh*	Sin : *s* (1)

ـِـ	ـِـ
Shen	*Sen*

ـ	ـ	ـ	س	سَبَبُ	حِسَاباً	حَابِسٍ
ـ	ـ	ـ	ش	شَرِبَ	بَشَرٍ	حَبَشٍ

— Exercise 5 —

شَبَابٍ	جَسَداً	خَشَبُ	سَابِحٍ	سِرَاجُ
حَاسِداً	دَرَسَ	شَرَابُ	حَاسَبَ	خَدَشَ
حَارِسٍ	شَرَاراً	سَحَابْ	حَبَسَ	سَاحِرٍ
تَشَاجَرَ	سَادِسُ	شَرِسٍ	سَدَاداً	شَبَحُ
سِتَارٍ	شَجَراً	سَاجِدٍ	دَاسَ	حَشَرَاتٍ

---

(1) س is pronounced like *s* in *sea*.

6th Lesson — LETTERS OF THE ALPHABET

ـٌ	ض	ص
Dammetên : *on*	Dâd : *d* (2)	Sâd : *s* (1)

ضٌ	صٌ
Don	*Son*

رَخُصَ	بَصَرٌ	صَارَ	ص	ـصـ	صـ
خُضَضٌ	حَضَرَ	ضَرَبَ	ض	ـضـ	ضـ

— Exercise 6 —

صَبَاحٌ	حَصَدَ	ضَرَراً	صَاحِبٌ	ضَجَاج
حِصَاراً	رَصَاصٌ	خَاضَ	حِصَصٌ	خِضَابٌ
صُرَاخٍ	حَاصَرَ	صَادَ	ضَارِباً	صَادِرٌ
ضَبَابُ	رَاضٍ	صَابِرُ	ضَجَرٌ	خَصِبَ

---

(1) ص has an emphatic pronunciation like that of *s* in the French *sang*.

(2) ض has an emphatic pronunciation like that of *d* in the French *dent*.

7th Lesson — LETTERS OF THE ALPHABET

ـْ	ظ	ط
Sukûn (3)	Za' : ẓ (2)	T[illegible]

ظْ	ظْ
ẓ	[illegible]

ضَبْطٌ	سَطْراً	طَارَ	ـطْ	ـطْ	ـطْ
جَاحِظُ	حَظَرَ	ظِبَا	ـظْ	ـظْ	ـظْ

— Exercise 7 —

خِطَابٌ	طَرْدٌ	حَظَا	طَرْحٌ	[illegible]
خَطْبٍ	بِسَاطُ	خَبْطٌ	طَرْزاً	شَطَطْ
سَطْحٍ	حَطَبٌ	ظَابِطُ	شَطْبٍ	[illegible]
شَرْطٍ	خَطَرٌ	شَاطِرٍ	حِظَارٌ	[illegible]

---

(1) ط has an emphatic pronunciation [illegible] the French *temps*.

(2) ظ has an emphatic pronunciation like [illegible] the French *horizon*.

(3) A letter over which there is (ـْ) is pron[illegible] a mute letter.

8th Lesson - LETTERS OF THE ALPHABET

ـّ	غ	ع
Shadda (3)	Ghèn : *g* (2)	Ein : *a'* (1)

غُ	عُ
Gu	*A'u*

طَبْعُ	تَعَجَّبَ	عَذْبُ	ع	ـع	ع
تِبْغُ	تَغُرُّ	غِشٍّ	غ	ـغ	غ

Exercise 8 —

عَدَّدَ	رُبْعٍ	غَضَبُ	تَعَذَّبَ	عَبْدٍ
غُرَرُ	ذِرَاعٍ	رَغَّبَ	عَرْشٌ	عَصْراً
صَبَّاغُ	عَرَبٌ	غَدَّارُ	رَعْدٌ	غَرَّدَ
تَعَباً	رُعْبٌ	تَعَزَّزَ	غُرَابُ	عُزَّاباً

---

(1) & (2) It is impossible to express these two letters phonetically, with any degree of exactitude. ع may be represented as guttural short *a'* and غ as a strongly aspirated *g'*, but the learner would do well to learn these sounds by ear from a native.

(3) The (ـّ) indicates that the letter over which it is placed is doubled.

9th Lesson — LETTERS OF THE ALPHABET

ق ف

Qâf : *q* (1) Fe : *f*

قٍ فٍ

Qen *Fen*

فَ	فَ	فَ	فَرَسٌ	صِفْراً	عَاصِفٍ
قَ	قَ	قَ	قَشاً	فَقْرٌ	حَقٌّ

— Exercise 9 —

فَخْرٌ	قَصَباً	جَفَافُ	بَرْقٍ	تُفَّاحٌ
قَصْراً	فَرْعٌ	شَرْقٍ	ظَرْفٌ	فَحْصاً
حَقَّقَ	فَرَّاشُ	قَبَضَ	فَجْراً	قَرَارٌ
فِرَاقٍ	فَتَّشَ	فَرَحاً	صَفَّقَ	قَدَحُ
فَرَجاً	عَفَافُ	رَقْصٍ	سَقْفاً	فِرَاخٌ

(1) Pronounced like a guttural *q* .

10th Lesson — LETTERS OF THE ALPHABET

ك	ل
Kâf : *k*	Lâm : *l*
كـ	لـ
Ken	*Len*

كَ	كـ	ك	كَبِدٌ	سُكَّرٌ	سِكَكٌ
لَ	لـ	ل	لَفْظٌ	بَلَداً	جَبَلٍ

— Exercise 10 —

كِتَابٌ	قَلْبٍ	تَكَدَّرَ	بَصَلٌ	كَتِفُ
لُطْفٍ	كِبَاراً	لاَحَظَ(1)	ضَاحِكُ	لُغَاتٍ
شُكْرٌ	جِلْدٌ	حَبْلٍ	جَلاَلٌ	شُبَّاكٌ
حَلاَّقٍ	كَسَلاً	كَرَبٌ(2)	كَذَّابٍ	كَلْبٌ
فَاضِلٍ	شَكٌّ	قَالَ	فَكَّكَ	بَقَّالٍ

---

(1) ل followed by ا is written لا.

(2) At the beginning or in the middle of a word, ك can be written كـ.

11th Lesson — LETTERS OF THE ALPHABET

م	ن
Mîm : *m*	Nûn : *n*
مَ	نَ
Ma	*Na*

مَطَرٌ	جَمَالٍ	قَلَمٍ	م ـمـ ـمـ مـ	ـم ـمـ ـمـ مـ
نَبَاتٍ	بِنْتٌ	حَسَنٌ	ن ـنـ ـنـ نـ	ـن ـنـ ـنـ نـ

— Exercise 11 —

نَامَ	ثَمَنَ	جَنَّاتُ	قُطْنٍ	نَظْمٌ
نَجْلٍ (1)	مَلِكٌ	نَادِمٍ	مِشْمِشُ	نَجْمٌ
مِرَاراً	صَنَفٍ	نِظَامُ	جَمَلاً	بَنَانُ
مَثَلٍ	مِنْبَرُ	نَمْلاً	مَحَلاً	نَصْرٍ
مِنَنُ	مَانِعاً	عِلْمُ	نِعَمٍ	عُثْمَانُ

---

(1) ن is sometimes written ـهـ or ـنـ

12th Lesson — LETTERS OF THE ALPHABET

و	ه
Waw : *w*	He : *h*
وٍ	هٍ (1)
Wen	*Hen*

ه	ـهـ	ـه	هَجْرٍ	شَهْدٌ	فِقْهُ
و	و	و	وَجْهُ (2)	عَوْنًا	جَوٌّ

— Exercise 12 —

نَهْرٌ	تَهَدَّدَ	دُهُورُ (3)	مَوْعُودٌ	زَهْرًا
وَطَنٌ	مَوَدَّةُ (4)	وَهَّابٍ	هُمُومٌ	كُرْهٍ
جَمَاعَةً (5)	جَهْلٌ	وَرَقٌ	وُصُولًا	مُهَذَّبَةً

---

(1) This is the form of final *he* when alone.

(2) و is never joined to a following letter.

(3) و without a vowel sign over it, serves to lengthen the sound of the preceding letter. E. g. دُهُور *duhûr* and not *duhur*.

(4) Final *he* bearing two dots is simply a ت and is called *te marbûta*. It is almost always the sign of the feminine gender.

(5) The *te marbûta* bearing (ـً) is never followed by the ا which has no vocalic value.

13th Lesson – LETTERS OF THE ALPHABET

لا [1]	ي
Lâmalef : *lâ*	Ye : *y*

لاَ	يَ
lâ	*ya*

لا	لا	لا	لاَبِسٌ	غُلاَمٍ	عَاقِلاً
يـ	ـيـ	ي	يَدٌ	يَتِيمٌ [2]	قَاضِيَ

— Exercise 13 —

قَطِيعٌ	يَابِسُ	عَلَى [3]	يَوْمٍ	هِلاَلاً
مُصْطَفَى	عَافِيَةُ	لَيْلاً	يَاقُوتُ	عَبِيداً
مِصْرِيٍّ	يَمِينٌ	عَظِيمٍ	كَرِيمَةُ	شَرِيفَةً

---

(1) لا is only the combination of ل and ا.

(2) Like ا and و, ي without a vowel sign is used to lengthen the sound of the preceding letter ; e. g. فِي *fî* and not *fi*. - ي is sometimes written ـيـ or ـيـ.

(3) Final ى, without its two dots, has no value in pronunciation and is called *alef maqsûra* ; thus, عَلَى is pronounced *a'ala*.

14th Lesson — LETTERS OF THE ALPHABET

ـٰـ (2)	ـٓـ (1)	أ
Wasla	Madda	Alef

ا ا ا آنٌ بَابٍ عِنَبًا

— Exercise 14 —

آدَمُ بِٱلْجَنَّةِ آمَالٌ مَآثِرِ (3) مِنَ ٱلْمَدْرَسَةِ

آلَافًا آلَامُ بِٱلْخَيْرِ آخَرَ كِتَابُ ٱلْوَلَدِ (4)

آمَنَ مَآكِلِ بُسْتَانُ آخَذَ صَبَاحُ ٱلْخَيْرِ

---

(1) The (ـٓـ) is used to lengthen the ا over which it is placed ; thus , آ equals two ا .

(2) The (ـٰـ) is placed especially on the initial ا of certain words beginning with ال preceded immediately by a vowel-accent or by a distinct vowel sound ; it renders this ا mute and joins the preceding syllable to the following letter. E. g. مِنَ ٱلْبَابِ must be read as *minalbâbi* and not as *mina albâbi*.

(3) When a word ends in an unaccented letter, the latter is pronounced as if it had over it a (ـٌـ). If the letter is a *te marbúta*, it is pronounced like *he*.

(4) When a word, ending in a letter over which there is no vowel sign, has dependent upon it another beginning with أ, the unaccented letter is pronounced with the sound of « *e* » ; e. g. كِتَابُ ٱلْوَلَدِ *kitâb'elwaladi*.

15th Lesson — LENGTHENING LETTERS

ء (1) ا و ي

Hamza

These three letters are called *weak* or *lengthening* letters.

— Exercise 15 —

أُخْتٌ (2)	خَاطِئٌ	جَزَاءٌ (3)	إِكْرَامًا	بِئْرٌ
أَدَبٌ	شُؤُونًا	إِحْسَانٌ	أَلْأَمَلُ	شَيْئًا
لُؤْلُؤٌ	حِينَئِذٍ	مُؤَلَّفًا	شَاطِئٌ	قِرَاءَةٌ

---

(1) The (ء) is rarely written alone. It usually accompanies the ا and is also written over the و or the ى (which loses its two dots). This sign is placed above these letters, except when the ا is written with (ـِـ) : in which case, it is placed beneath, thus إِ.

(2) The (ء) renders the letter which it accompanies mute and has only the sound of the vowel by which it is accompanied.

(3) If a *weak* letter is preceded by a similar vowel-accent, it serves to lengthen this vowel-accent. - (ـَـ) is similar to ا, (ـُـ) to و and (ـِـ) to ي.

16th Lesson — REVISION OF THE ALPHABET, &c.

1 — Letters of the alphabet

خ	ح	ج	ث	ت	ب	ا
ص	ش	س	ز	ر	ذ	د
ق	ف	غ	ع	ظ	ط	ض
ي	و	ه	ن	م	ل	ك

2 Vowel-accents and signs

a) — Vowel-accents and signs which can be used with the letters of the alphabet :

ـَـ ـُـ ـِـ ـّـ ـًـ ـٌـ ـٍـ

b) - Signs which can only be placed over the ا :

ـٰـ ـٓـ

c) — *Sign which can be used with* ا ، و *and* ى ، *or which be written alone :*

ء

17th Lesson — SOLAR AND LUNAR LETTERS

ال أَلشَّمْسُ (1) أَلْقَمَرُ (2)

The *solar* letters are :

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

— Exercise 16 —

أَلشَّمْسُ أَلْقَمَرُ أَلضَّرُورَة مِنَ أَلْأَرْضِ أَلْأُمُّ

بِأَلدَّرَاهِمِ أَلذَّهَبُ فِي أَلدَّارِ أَلْعِنَبُ أَلظَّهْر

حَقِيقَةُ أَلْخَبَرِ مَوَادُّ أَلْقَانُون مَدِينَةُ لُنْدُن (3)

---

(1) When the particle أَلْ is joined to a word beginning with one of the above 14 *solar* letters, the ا of this particle is not pronounced and has no (ـٰـ) over it, but a (ـّـ) is placed over the solar letter : e. g. أَلشَّمْس is pronounced *ash-shams* and not *al-shams*. The *solar* letters are so called from the word شَمْس *sun*, which begins with one of them.

(2) Before the other letters, which are called *lunar*, from the word قَمَر *moon*, which begins with one of them, the ا of أَلْ is pronounced and carries (ـْـ) : e.g. أَلْقَمَر *al-qamar* and not *aq-qamar*.

(3) When a word, ending in *te marbûta* without a vowel sign, has another word dependent on it, the *te* is pronounced ; e.g. مَدِينَةُ لُنْدُن the city of London, is pronounced *madînat London*.

18th Lesson — THE NUMERALS

0	صِفْر	٠	5	خَمْسَة	٥
1	وَاحِد	١	6	سِتَّة	٦
2	إِثْنَيْن	٢	7	سَبْعَة	٧
3	ثَلَاثَة	٣	8	ثَمَانِيَة	٨
4	أَرْبَعَة	٤	9	تِسْعَة	٩

10	عَشَرَة	١٠	21	وَاحِد وَعِشْرِين (1)	٢١
11	أَحَد عَشَر	١١	25	خَمْسَة وَعِشْرِين	٢٥
12	إِثْنَا عَشَر	١٢	30	ثَلَاثِين	٣٠
13	ثَلَاثَة عَشَر	١٣	40	أَرْبَعِين	٤٠
14	أَرْبَعَة عَشَر	١٤	50	خَمْسِين	٥٠
15	خَمْسَة عَشَر	١٥	60	سِتِّين	٦٠
16	سِتَّة عَشَر	١٦	70	سَبْعِين	٧٠
17	سَبْعَة عَشَر	١٧	80	ثَمَانِين	٨٠
18	ثَمَانِيَة عَشَر	١٨	90	تِسْعِين	٩٠
19	تِسْعَة عَشَر	١٩	97	سَبْعَة وَتِسْعِين	٩٧
20	عِشْرِين	٢٠	99	تِسْعَة وَتِسْعِين	٩٩

(1) From 21 onwards, وَ *and*, is placed between the units and the tens.

19th Lesson — THE NUMERALS

١٠٠ مِئَة — مِائَة	100	١٠٠٠ أَلْف	1000
٢٠٠ مِئَتَيْن	200	٢٠٠٠ أَلْفَيْن	2000
٥٠٠ خَمْس مِئَة [1]	500	٣٠٠٠ ثَلاثَة آلاف [2]	3000
٧٠٠ سَبْع مِائَة	700	٤٠٠٠ أَرْبَعَة آلاف	4000
٩٠٠ تِسْعمِئَة	900	٦٠٠٧ سِتَّة آلاف وَسَبْعَة	6007
٣٠٤ ثَلاث مِئَة وَأَرْبَعَة	304	٨١٠٠ ثَمانِيَة آلاف وَمِائَة	8100
٦٨٥ سِتِّمِئَة وَخَمْسَة وَثَمانِين	685	٩٠٠٦ تِسْعَة آلاف وَسِتَّة	9006

١٠٠٠٠ عَشَرَة آلاف [3] 10000

— Exercise 17 —

Write in letters the following numbers :

٢٨ — ٧٥ — ٢٨٧ — ٦٠٣ — ٧١٤ — ١٠٦٧

٣٥٨٢ — ٥١٥٠ — ٧٤١٧ — ٩٣٨٤ — ١٠٧٦٦

---

(1) The word مِئَة is generally invariable, and the numbers from 3 to 10 inclusive, which precede it, lose their ة .

(2) The word أَلْف, preceded by a number from 3 to 10 inclusive, is put in the plural آلاف ; preceded by a higher number, it remains in the singular.

(3) We shall consider later the special rules which govern the use of the numerals.

Part II

GRAMMAR

VOCABULARIES

EXERCISES

20th Lesson — PERSONAL PRONOUNS

Vocabulary — THE SCHOOL

A school (1)	مَدْرَسَة	A student	طَالِب
A university	جَامِعَة — كُلِّيَّة	The library	أَلْمَكْتَبَة
The class (2)	أَلْفِرْقَة	The desk	أَلْمَكْتَب
A head-master	نَاظِر — رَئِيس	A book	كِتَاب
A teacher	مُعَلِّم — مُدَرِّس	A copy-book	دَفْتَر
A pupil	تِلْمِيذ	A pen	رِيشَة — قَلَم

PERSONAL PRONOUNS

There are two kinds of personal pronouns : those joined to a word (*conjunctive*) and those standing alone (*disjunctive*).

I — Conjunctive Personal Pronouns

ي	عِنْدِي	*(with me)*	I have
كَ	كِتَابُكَ	*(the book of thee (m))*	Thy book (m)
هُ	مَدَحَهُ	*(he has praised him)*	He has praised him

The *conjunctive* pronouns are the complements of *prepositions*, *nouns* and *verbs*.

---

1. The indefinite article *a* or *an* is not translated in Arabic.

2. *The* is represented by the definite article ٱلْ .

The *conjunctive* personal pronouns are :

1° — **Conjunctive Pronouns (Singular)**

هَا	هُ	كِ	كَ	ي
Her	Him	Thy (f)	Thy (m)	Me

a) — Pronouns joined to a preposition

I have (1)	ي	عِنْدِي	or	مَعِي	or	لِي
Thou hast (m)	كَ	عِنْدَكَ (2)	»	مَعَكَ	»	لَكَ
Thou hast (f)	كِ	عِنْدَكِ	»	مَعَكِ	»	لَكِ
He has	هُ	عِنْدَهُ	»	مَعَهُ	»	لَهُ
She has	هَا	عِنْدَهَا	»	مَعَهَا	»	لَهَا (3)

1. There does not exist in Arabic a verb corresponding exactly to the English verb *to have* ; to translate the idea of *to have*, the prepositions مَعَ عِنْدَ *with* and لِ *to* are used with the various conjunctive personal pronouns.

When the verb *to have* means to possess a thing in one's house, عِنْدَ is used ; to have it on one's person : مَعَ . In other cases, لِ is used.

2. The second person singular is in very common use in Arabic.

3. It will be noticed that in the Arabic conjugation of the verb *to have*, present tense, the د of عِنْدَ, the ع of مَعَ and the لِ bear in each case a (ـَ) , except in the 1st person singular where they take a (ـِ) by analogy with ي .

21st Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE SCHOOL (continued)

Paper (1)	وَرَق	Ink	حِبْر
A review, a magazine	مَجَلَّة	A page	صَحِيفَة — وَجْه
A newspaper (جُرْنَال)	جَرِيدَة	The lesson	أَلدَّرْس
A pencil	قَلَم رَصَاص	An exercise	تَمْرِين
A penknife	مِقْشَط	A line	سَطْر
A ruler	مِسْطَرَة	A sentence	جُمْلَة
An ink-stand	دَوَاة — (دَوَايَة)	A word	كَلِمَة

b) — Pronouns joined to a noun

ي	كِتَابِي	*(the book of me)*	My book
كَ	جَرِيدَتُكَ[2]	*(the newspaper of thee m)*	Thy newspaper (m)
كِ	مَدْرَسَتُكِ	*(the school of thee f)*	Thy school (f)
هُ	مُعَلِّمُهُ	*(the teacher of him)*	His teacher (m)
هَا	وَرَقُهَا	*(the paper of her)*	Her paper

When joined to a *noun*, the conjunctive personal pronouns represent the English possessive adjectives.

1. When the conjunctive pronouns are joined to a word ending in ة, this ة is changed to an ordinary ت.

c) — Pronouns joined to a verb

مَدَحَنِي	ي	*(he has praised me)*	He has praised me
مَدَحَكَ	كَ	*(he has praised thee (m))*	He has praised thee m
مَدَحَكِ	كِ	*(he has praised thee (f))*	He has praised thee f
مَدَحَهُ	هُ	*(he has praised him)*	He has praised him
مَدَحَهَا	هَا	*(he has praised her)*	He has praised her

When joined to a *verb*, the conjunctive personal pronouns have the meaning of *me, thee, him,* &c. In the 1st person singular, a ن is added to the stem of the verb, before adding the ي .

— Exercise 18 —

عِنْدِي مِسْطَرَة[1] وَوَرَق وَقَلَم وَحِبْر[2] — مُعَلِّم ٱلْمَدْرَسَة[3] — كِتَاب نَاظِر ٱلْجَامِعَة — عِنْدَهُ جَرِيدَة وَمَجَلَّة وَدَفْتَر — مَعِي رِيشَة وَمِقْشَط وَمَعَكَ قَلَم رَصَاص — دَرْس ٱلتِّلْمِيذ — مَدَحَ ٱلْمُدَرِّس[4] تِلْمِيذَهُ — عِنْدَكِ كِتَابُهُ وَعِنْدَهَا قَلَمُكِ وَمَجَلَّتُكِ — مَدَحَنِي نَاظِر ٱلْمَدْرَسَة

1. We shall not, for the present, accentuate the last letter of Arabic words, for the accentuation of this letter depends on the position of these words in a sentence and is subject to certain rules which we shall consider later.

2. In enumerating a list of words, the conjunction وَ *and* is repeated after each word.

3. When a noun is determined by another or a succession of other nouns dependent each upon another, the last alone takes the article ٱل, unless it is a proper noun ; the preposition *of* which connects these nouns is not translated.

4. In Arabic, the subject is generally placed after the verb.

22nd Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM

The furniture — أَلْأَثَاث (أَلْمُوبِيلِيَة)

The dining-table	أَلْمَائِدَة — أَلسُّفْرَة
A cupboard	خِزَانَة — (دُولَاب)
The side-board	خِزَانَة أَلسُّفْرَة (1)
A chair	كُرْسِيّ

The cover — أَدَوَات أَلسُّفْرَة — (طَقْم أَلسُّفْرَة)

The cloth	غِطَاء أَلْمَائِدَة	A knife	سِكِّين
A serviette	فُوطَة	A fork	شَوْكَة
A spoon	مِلْعَقَة	A dish	طَبَق

2o — Conjunctive Pronouns (Plural)

نَا	كُمْ	كُنَّ	هُمْ	هُنَّ
Us	You (m)	You (f)	Them (m)	Them (f)

3o Conjunctive Pronouns (Dual)

كُمَا	هُمَا (2)
You two (m & f)	They two (m & f)

1. When a word in English is rendered in Arabic by two nouns, the one depending on the other, the definite article أل is placed only before the second.

2. In colloquial Arabic, the pronouns of the dual and feminine plural are replaced by those of the masculine plural.

a) — Pronouns joined to a preposition

We have	عِنْدَنَا نَا	or	مَعَنَا	or	لَنَا
You have (m)	عِنْدَكُمْ كُمْ	»	مَعَكُمْ	»	لَكُمْ
You have (f)	عِنْدَكُنَّ كُنَّ	»	مَعَكُنَّ	»	لَكُنَّ
They have (m)	عِنْدَهُمْ هُمْ	»	مَعَهُمْ	»	لَهُمْ
They have (f)	عِنْدَهُنَّ هُنَّ	»	مَعَهُنَّ	»	لَهُنَّ
You have (d)	عِنْدَكُمَا كُمَا	or	مَعَكُمَا	or	لَكُمَا
They have (d)	عِنْدَهُمَا هُمَا	»	مَعَهُمَا	»	لَهُمَا[1]

b) Pronouns joined to a noun

Your drawer (m)	خِزَانَتِكُمْ	Their copy-book (f)	دَفْتَرِهِنَّ
Our desk	مَكْتَبِنَا	Your review (f)	مَجَلَّتِكُنَّ
Their lesson (m)	دَرْسِهِمْ	Your pen (d)	رِيشَتِكُمَا

c) — Pronouns joined to a verb

He has praised us	مَدَحَنَا	He has praised them (f)	مَدَحَهُنَّ
He has praised you (m)	مَدَحَكُمْ	He has praised you (d)	مَدَحَكُمَا
He has praised them (m)	مَدَحَهُمْ	He has praised you (f)	مَدَحَكُنَّ

1. See page 29, (3).

23rd Lesson — DISJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM (continued)

A plate	صَحْن	A bottle	زُجَاجَة — (قِزَازَة)
The salt-cellar	أَلْمَلَّاحَة	A cup	فِنْجَان
A glass	قَدَح — كَأْس	The saucer	صَحْن ٱلْفِنْجَان

(The) food — أَلْأَكْل — أَلطَّعَام

(The) bread	أَلْخُبْز — (أَلْعِيش)	(The) fish	أَلسَّمَك
(The) meat	أَللَّحْم	(The) dessert, fruits	أَلْفَاكِهَة

(The) drink — أَلشُّرْب

Water	مَاء — (مَيَّة)	Wine	نَبِيذ — (نِبِيت)

The dining-room — أُوضَة ٱلسُّفْرَة

II — Disjunctive Personal Pronouns

The *disjunctive* personal pronouns are :

1° — Singular :	أَنَا	أَنْتَ	أَنْتِ	هُوَ	هِيَ
	I	Thou (m)	Thou (f)	He	She
2° — Plural :	نَحْنُ	أَنْتُمْ	أَنْتُنَّ	هُمْ	هُنَّ
	We	You (m)	You (f)	They (m)	They (f)
3° — Dual :		أَنْتُمَا		هُمَا	
		You two (m & f)		They two (m & f)	

أَنَا غَنِيّ *(I rich)* I am rich

هُوَ فَقِير *(he poor)* He is poor

The *disjunctive* personal pronouns are always used as subjects.

I (am)	أَنَا	You (are) (d)	أَنْتُمَا
Thou (art) (m)	أَنْتَ	You (are) (pl.m)	أَنْتُمْ
Thou (art) (f)	أَنْتِ	You (are) (pl.f)	أَنْتُنَّ
He (is)	هُوَ	They (are) (d)	هُمَا
She (is)	هِيَ	They (are) (pl.m)	هُمْ
We (are)	نَحْنُ	They (are) (pl.f)	هُنَّ

The *disjunctive* personal pronouns render in Arabic the present tense of the verb *to be*.

The book (is) useful أَلْكِتَاب مُفِيد

The water (is) in the glass أَلْمَاء فِي (1) ٱلْقَدَح

The serviette (is) on the chair أَلْفُوطَة عَلَى (2) ٱلْكُرْسِيّ

As a rule, in Arabic the present tense of the verb *to be* is not translated in the case where in English it is followed by an attributive adjective or a circumstantial complement.

1. فِي *in, into.*

2. عَلَى *on, upon, over.*

25th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — *A ROOM (continued)*

The furniture — أَلْأَثَاث

A table	(طَاوِلَة)	A box	صُنْدُوق
A drawer	دُرْج	The carpet	أَلْبِسَاط
A chest of drawers	خِزَانَة بِأَدْرَاج	A curtain	سِتَارَة
A shelf	رَفّ	A lamp	مِصْبَاح — (لَمْبَة)
A looking-glass	مِرْآة	An image, a portrait	صُورَة
A sofa	دِيوَان	A drawing	رَسْم

A room — غُرْفَة — أُوضَة — قَاعَة

To accept, to agree to	(a) قَبِلَ	To sit	(i) جَلَسَ — (o) قَعَدَ
To shut	(i) غَلَقَ - (o) (قَفَلَ)	To send	(a) بَعَثَ
To sweep	(o) كَنَسَ	To beg, to ask for	(o) طَلَبَ
To explain	(a) شَرَحَ	To pronounce	(i) لَفَظَ

To do, to make — (a) عَمِلَ — (a) صَنَعَ

Yes	نَعَمْ	No	لَا

He has drunk	شَرِبَ	**Has he drunk?**	هَلْ شَرِبَ ؟ / أَشَرِبَ ؟

Past Tense *(interrogatively)*

Have I drunk ?	هَلْ شَرِبْتُ ؟	Have we drunk ?	أَشَرِبْنَا ؟
Hast thou drunk (m)?	هَلْ شَرِبْتَ ؟	Have you drunk (m) ?	أَشَرِبْتُمْ ؟
Hast thou drunk (f)?	هَلْ شَرِبْتِ ؟	Have you drunk (f) ?	أَشَرِبْتُنَّ ؟
Has he drunk ?	هَلْ شَرِبَ ؟	Have they drunk (m) ?	أَشَرِبُوا ؟
Has she drunk ?	هَلْ شَرِبَتْ ؟	Have they drunk (f)?	أَشَرِبْنَ ؟ (1)

— Exercise 20 —

هَلْ كَنَسَ غُرْفَةَ ٱلنَّاظِرِ وَأُوضَةَ ٱلسُّفْرَةِ ؟ — أَبَعَثْتَ ٱلْجَرِيدَةَ وَٱلْمَجَلَّةَ ؟ — بَعَثْتُ ٱلْجَرِيدَةَ لَا ٱلْمَجَلَّةَ — هَلْ قَبِلَ ٱلْمُعَلِّمُ تِلْمِيذَهُ ؟ — نَعَمْ قَبِلَهُ — عِنْدِي مِرْآةٌ وَلَمْبَةٌ فِي ٱلْأُوضَةِ — هَلْ جَلَسْتُمْ عَلَى ٱلدِّيوَانِ ؟ — هَلْ صَنَعُوا أَثَاثَ ٱلْمَدْرَسَةِ ؟ — لَفَظْتُ ٱلْكَلِمَةَ وَٱلْجُمْلَةَ — عَمِلْنَا صُورَةَ ٱلنَّاظِرِ وَرَسْمَ ٱلْجَامِعَةِ — هَلْ كَتَبَ ٱلتِّلْمِيذُ بِٱلْحِبْرِ ؟

— Exercise 21 —

Did you send the carpet and the curtain ? — Has the teacher opened the door and the window ? — No, the teacher has opened the door and shut the window. — Have you made (m) the furniture of our room ? — Has she swept the room ? — Have they accepted (m) the pupil in the school ? — Have you copied (f) the exercise in the copy-book ? — Have we drunk a bottle of wine ? — Have they made (m) the portrait of their teacher ?

1. The dual form of the past tense having been given in the preceding lesson, it is unnecessary to repeat it in each lesson.

26th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — TIME

The day	أَلْيَوْم	The month	أَلشَّهْر
The week	أَلْاسْبُوع	(The) time	أَلْوَقْت — أَلزَّمَن

Sunday أَلْأَحَد — يَوْم أَلْأَحَد

Monday	أَلِاثْنَيْن	Thursday	أَلْخَمِيس
Tuesday	أَلثَّلَاثَاء	Friday	أَلْجُمْعَة
Wednesday	أَلْأَرْبِعَاء	Saturday	أَلسَّبْت

يَنَايِر	فِبْرَايِر	مَارِس	أَبْرِيل
January	February	March	April
مَايُو	يُونْيُو	يُولْيُو	أَغُسْطُس
May	June	July	August
سِبْتَمْبَر	أُكْتُوبَر	نُوفَمْبَر	دِسَمْبَر
September	October	November	December

To arrive	(a) قَدِمَ	To do	(a) فَعَلَ
To return	(i) رَجَعَ	To understand	(a) فَهِمَ
To examine	(a) فَحَصَ	To suppress	(i) حَذَفَ

To learn (by heart), to guard, to preserve (a) حَفِظَ

Or	(1) أَوْ — أَمْ	How ?	كَيْفَ ؟

1. أَمْ is used particularly in interrogative sentences introduced by أَ .

I opened	فَتَحْتُ	I did not open	مَا فَتَحْتُ

Past Tense *(negatively)*

I did not open	مَا فَتَحْتُ	We did not open	مَا فَتَحْنَا
Thou didst not open (m)	مَا فَتَحْتَ	You did not open (m)	مَا فَتَحْتُمْ
Thou didst not open (f)	مَا فَتَحْتِ	You did not open (f)	مَا فَتَحْتُنَّ
He did not open	مَا فَتَحَ	They did not open (m)	مَا فَتَحُوا
She did not open	مَا فَتَحَتْ	They did not open (f)	مَا فَتَحْنَ

— Exercise 22 —

هَلْ دَخَلُوا أَوْ خَرَجُوا ؟ — أَجَلَسْتَ عَلَى ٱلدِّيوَان أَمْ عَلَى ٱلْكُرْسِيِّ ؟ — مَا فَهِمَ ٱلدَّرْسَ وَمَا كَتَبَ ٱلتَّمْرِين — أَقَدِمُوا يَوْم ٱلسَّبْت أَمْ يَوْم ٱلْأَحَد ؟ — كَيْفَ صَنَعُوا ٱلْخِزَانَة وَٱلْمَكْتَب فِي يَوْم ؟ — أَمَا[1] رَجَعْتُمْ يَوْم ٱلْخَمِيس ١٤ أَغُسْطُس ؟ — أَمَا فَتَحْتِ ٱلدُّرْج ؟

— Exercise 23 —

Have they suppressed (m) a word or a sentence ? — We did not shut our room. — Have you not made (s.m) their writing-desk ?— How did they open (m) the drawer ? — Have you understood (s.f) your lesson ? — I have not written the exercise in the school. — How did the teacher examine his pupil ? — Did they not open the door and the window ?

---

1. To conjugate the past tense of a verb, interrogatively and negatively, the particle أَمَا is placed before it.

27th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — TIME (continued)

Spring	أَلرَّبِيع	Autumn	أَلْخَرِيف
Summer	أَلصَّيْف	Winter	أَلشِّتَاء

Season	فَصْل	In the evening	مَسَاءً
Year	سَنَة — عَام	In the night	لَيْلاً
Hour	سَاعَة	Noon	أَلظُّهْر
Minute	دَقِيقَة	To-day	أَلْيَوْم
Morning	صَبَاح	Yesterday	أَمْس — أَلْبَارِح
Evening	مَسَاء	To-morrow	غَداً — (بُكْرَة)
Night	لَيْل	The day after to-morrow	بَعْد غَد
In the morning	صَبَاحاً	Now	أَلْآن

The day before yesterday أَوَّل أَمْس — أَوَّل أَلْبَارِح

To enter	(o) دَخَلَ	To look at	نَظَرَ (o) إِلَى
To go out	(o) خَرَجَ	To learn, to know	(a) عَلِمَ
To go	(a) ذَهَبَ	To know	(i) عَرَفَ

To come, to be present (o) حَضَرَ

From	مِنْ	To, towards, till	إِلَى

He entered (دَخَلَ) **He enters** (يَدْخُلُ)

Present and Future Tense

I enter, shall enter	أَدْخُلُ	We enter	نَدْخُلُ
Thou dost enter (m) (أَنْتَ)	تَدْخُلُ	You enter (pl.m)	تَدْخُلُونَ
Thou dost enter (*f*)	تَدْخُلِينَ	You enter (pl.f)	تَدْخُلْنَ
He enters	يَدْخُلُ	They enter (pl.m)	يَدْخُلُونَ
She enters (هِيَ)	تَدْخُلُ	They enter (pl.f)	يَدْخُلْنَ
You enter (d) (أَنْتُمَا)	تَدْخُلَانِ	They enter (d.m)	يَدْخُلَانِ
		They enter (d.f) (هُمَا)	تَدْخُلَانِ

The *present tense* is formed from the past by placing before it one of the prefixes ا ، ت ، ن ، ي . The first radical of simple triliteral verbs must always have a (ـُـ) over it : the vowel-sound over the second radical varies and must be learnt either by practice or from the dictionary (1). The vowel-sound over the 3rd radical varies according to the particles which may precede the present tense.

— Exercise 24 —

ذَهَبَ ٱلشِّتَاء وَقَدِمَ ٱلرَّبِيع وَيَذْهَبُ ٱلصَّيْف وَيَقْدَمُ ٱلْخَرِيف — أَخْرُجُ يَوْم ٱلسَّبْت وَأَرْجِعُ فِي مَسَاء ٱلْأَحَد — خَرَجْنَا لَيْلاً أَمْس وَأَوَّل أَمْس — أَبْعَثُ صُورَتِي إِلَى مُعَلِّمِي غَداً أَوْ بَعْد غَد

1. For the verbs contained in this book, the letters (a), (i), (o) following these verbs indicate that the 2nd radical of the present or future tense is (ـَـ) , (ـِـ) or (ـُـ) respectively.

28th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE BED-ROOM

The bed	أَلسَّرِير	A portmanteau	(شَمَّاعَة)
A mattress	فَرْشَة — (مَرْتَبَة)	The dressing-table	أَلْمَغْسَل
A bolster, a pillow	مِخَدَّة	The water-jug	أَلإِبْرِيق
The bed-clothes	أَلْمِلاَيَة	The basin	(أَلطِّشْت)
The quilt	أَلْغِطَاء — (أَلْحِرَام)	A brush	فُرْشَة
The mosquito-curtain	أَلنَّامُوسِيَّة	The comb	أَلْمِشْط
A candle-stick	شَمْعَدَان	The razor	أَلْمُوسَى — (أَلْمُوس)
Matches	كِبْرِيت	The scissors	أَلْمِقَصّ
A clock	سَاعَة	Soap	صَابُون

The bed-room أُوضَة أَلنَّوْم

To wash	(i) غَسَلَ	To wipe, to clean	(a) مَسَحَ
To tie, to attach	(o) رَبَطَ	To shave	(i) حَلَقَ
To breakfast	(o) فَطَرَ	To be sleepy	(a) نَعَسَ

To count, to calculate (o) حَسَبَ

When ?	مَتَى ؟	What ?	مَاذَا ؟

We go	نَذْهَبُ	Do we go ?	هَلْ نَذْهَبُ ؟ / أَنَذْهَبُ ؟

Present Tense *(interrogatively)*

Do I go ?	أَأَذْهَبُ ؟	Do we go ?	هَلْ نَذْهَبُ ؟
Dost thou go (m) ?	أَتَذْهَبُ ؟	Do you go (m) ?	هَلْ تَذْهَبُونَ ؟
Dost thou go (f) ?	أَتَذْهَبِينَ ؟	Do you go (f) ?	هَلْ تَذْهَبْنَ ؟
Does he go ?	أَيَذْهَبُ ؟	Do they go (m) ?	هَلْ يَذْهَبُونَ ؟
Does she go ?	أَتَذْهَبُ ؟	Do they go (f) ?	هَلْ يَذْهَبْنَ ؟

Exercise 25 –

أَيَحْضُرُ النَّاظِرُ أَمِ[1] الْمُعَلِّمُ ؟ — أَغْسِلُ الْمِلَايَةَ الْيَوْمَ — مَتَى يَخْرُجُونَ مِنَ الْأُوضَةِ ؟ — مَاذَا يَفْعَلُ الْآنَ ؟ — هَلْ غَسَلْتُمُ الطِّشْتَ وَالْإِبْرِيقَ بِالصَّابُونِ ؟ — مَتَى تَفْطُرُ ؟ — مَاذَا تَحْسِبُونَ ؟ — مَتَى يَحْلِقُونَ ؟ — أَيَعْرِفُ مَاذَا يَكْتُبُونَ وَيَفْهَمُ مَاذَا يَشْرَحُونَ ؟

– Exercise 26 –

Have you a brush and a comb in the drawer ? — Do you wipe (s.m) the razor and the scissors ? — How do you attach (s.f) your mosquito-curtain ? — Does he know when they breakfast (m) in the bed-room ? — What have you learnt from your lesson ? — The pillow (is) on the bed. — The clock (is) on the table. When will they go out and when will they return ? — What have you done ?

---

1. When a word, the last letter of which carries (ـْـ), is followed by another word beginning with أ, the (ـْـ) is changed to (ـِـ), for the sake of euphony. Exceptions : مِنْ becomes مِنَ and the final مْ of the masculine plural pronoun takes (ـُـ).

29th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE FAMILY

The father	أَلْوَالِد — أَلْأَب	The grand father	أَلْجَدّ
The mother	أَلْوَالِدَة — أَلْأُمّ	The grand mother	أَلْجَدَّة
The brother	أَلشَّقِيق — أَلْأَخ	A man	رَجُل
The sister	أَلشَّقِيقَة — أَلْأُخْت	A woman	إِمْرَأَة
The son	أَلِابْن	A friend	صَدِيق
The daughter	أَلْأَبْنَة — أَلْبِنْت	An enemy	عَدُوّ
The child	أَلْوَلَد	The family	أَلْعَائِلَة
The uncle	أَلْعَمّ — أَلْخَال	Peter	بُطْرُس
The aunt	أَلْعَمَّة — أَلْخَالَة	Paul	بُولُس
The nephew	إِبْن أَلْأَخ إِبْن أَلْأُخْت	John	يُوحَنَّا
The niece	بِنْت أَلْأَخ - بِنْت أَلْأُخْت	Mary	مَرْيَم

The cousin (m) إِبْن أَلْعَمّ — إِبْن أَلْخَال — إِبْن أَلْعَمَّة — إِبْن أَلْخَالَة

The cousin (f) بِنْت أَلْعَم — بِنْت أَلْخَال — بِنْت أَلْعَمَّة — بِنْت أَلْخَالَة

To thank	(o) شَكَرَ	To strike, to beat	(i) ضَرَبَ
To be tired	(a) تَعِبَ	To serve	(i) خَدَمَ

To hate, to detest (a) كَرِهَ — (o) بَغَضَ

Why ?	لِمَاذَا ؟	Where ?	أَيْنَ ؟

I strike	أَضْرِبُ	I do not strike	لاَ أَضْرِبُ

Present Tense (*negatively*)

I do not strike	لاَ أَضْرِبُ	We do not strike	لاَ نَضْرِبُ
Thou dost not strike (m)	لاَ تَضْرِبُ	You do not strike (m)	لاَ تَضْرِبُونَ
Thou dost not strike (f)	لاَ تَضْرِبِينَ	You do not strike (f)	لاَ تَضْرِبْنَ
He does not strike	لاَ يَضْرِبُ	They do not strike (m)	لاَ يَضْرِبُونَ
She does not strike	لاَ تَضْرِبُ	They do not strike (f)	لاَ يَضْرِبْنَ

— Exercise 27 —

أَيْنَ وَالِدُكَ وَوَالِدَتُكَ ؟ — وَالِدِي فِي غُرْفَةِ شَقِيقِي وَلاَ أَعْرِفُ أَيْنَ وَالِدَتِي — لاَ أَفْهَمُ لِمَاذَا بُولُس يَضْرِبُ ابْنَهُ وَابْنَتَهُ — بُطْرُس يَخْدِمُ صَدِيقَهُ وَعَدُوَّهُ — أَلاَ [1] تَعْرِفِينَ أَيْنَ ذَهَبَتْ شَقِيقَتُكِ وَمَتَى تَرْجِعُ ؟ لِمَاذَا يَكْرَهُونَ خَالَتَهُمْ وَعَائِلَتَهَا ؟ — أَمَا [2] تَعْرِفُونَ مِنْ أَيْنَ تَقْدَمُ ؟

— Exercise 28 —

He does not hate his enemy. — Why do you not thank your teacher ? - Mary does not strike her child. — Do you not know why we came the day before yesterday and why we shall return to-morrow morning ? — Where will they go (f) ? - I do not know why Peter does not praise me and does not thank my brother. — Has she not been tired yesterday evening ? — Do you know my family ?

---

1. To conjugate a verb in the present tense, interrogatively and negatively at the same time, أَلاَ is placed before it.

2. مَا is also used with the present tense which then has a present (but not a future) signification.

30th Lesson — FUTURE OF SIMPLE TRILITERAL VERBS

Vocabulary — A STREET

A street	شَارِع	A hospital	مُسْتَشْفَى — (إِسْبِتَالِيَة)
A lane	حَارَة — زُقَاق	A dispensary	(أَجْزَاخَانَة)
A road	سِكَّة	The market, the bazaar	أَلسُّوق
The way	أَلطَّرِيق	A carriage	عَرَبَة — (عَرَبِيَّة)
The ground	أَلْأَرْض	A bicycle	عَجَلَة — دَرَّاجَة
A church	كَنِيسَة	A gentleman	(خَوَاجَة)
A mosque	جَامِع	A lady	سَيِّدَة — (سِتّ)
A square	سَاحَة ـ مِيدَان	A bridge	(كُوبرِي)
A house	بَيْت — مَنْزِل	A stream, a canal	تُرْعَة
A garden	بُسْتَان — (جِنِيْنَة)	The river	أَلنَّهْر
A store	مَخْزَن	The sea	أَلْبَحْر
A shop	دُكَّان	The quay	أَلرَّصِيف

To ride, to drive	(a) رَكِبَ	To steal	(i) سَرَقَ
To flee, to run away	(o) هَرَبَ	To overtake, to join	(a) لَحِقَ
To be drowned	(a) غَرِقَ	To go away from	بَعُدَ (o) عَنْ

To approach, to get near قَرُبَ (o) مِنْ

But	وَلَكِنْ	Between	بَيْنَ

He flees	يَهْرُبُ	**He will flee**	سَيَهْرُبُ سَوْفَ يَهْرُبُ (1)

Future

I shall flee	سَأَهْرُبُ	We shall flee	سَنَهْرُبُ
Thou wilt flee (m)	سَتَهْرُبُ	You will flee (m)	سَتَهْرُبُونَ
Thou wilt flee (f)	سَتَهْرُبِينَ	You will flee (f)	سَتَهْرُبْنَ
He will flee	سَيَهْرُبُ	They will flee (m)	سَيَهْرُبُونَ
She will flee	سَتَهْرُبُ	They will flee (f)	سَيَهْرُبْنَ

— Exercise 29 —

سَأَهْرُبُ إِلَى ٱلْبُسْتَانِ — سَأَخْرُجُ ٱلْآنَ مِنَ ٱلْبَيْتِ وَلَكِنْ عَمِّي سَيَخْرُجُ فِي ٱلْمَسَاءِ — سَيَلْحَقُ ٱمْرَأَتَهُ وَٱبْنَهُ فِي ٱلطَّرِيقِ — أَيْنَ مَنْزِلُكُمْ؟ — مَنْزِلُنَا فِي ٱلسَّاحَةِ بَيْنَ ٱلنَّهْرِ وَسِكَّةِ ٱلْبُسْتَانِ — سَنَرْكَبُ عَرَبَةً وَنَذْهَبُ إِلَى ٱلرَّصِيفِ — سَأَبْعُدُ عَنْهُمْ وَلَكِنْ سَأَقْرُبُ مِنْكُمْ

— Exercise 30 —

The lady will overtake her child at the house. — Our dispensary (is) between the hospital and the church. — Peter will go to (the) school, but his cousin will go to the garden. — We shall sit between our uncle and our aunt. — Is the bridge over the stream or over the river? — Do you know why John will go out to-morrow? — Yes, but we do not know why he will not come to us.

---

1. To denote future time *affirmatively*, سَ or سَوْفَ is placed before the present tense; سَ indicates the near future, and سَوْفَ, which is rarely used, expresses a remote future.

31st Lesson — IMPERATIVE OF SIMPLE TRILITERAL VERBS

Vocabulary — DRESS

A suit of clothes	ثَوْب — بَدْلَة	A handkerchief	مِنْدِيل
A skirt	فُسْتَان	A shoe	جَزْمَة
The hat	(أَلْبُرْنِيطَة)	A stocking	(شُرَاب)
The tarboosh	(أَلطَّرْبُوش)	A belt	حِزَام
A shirt	قَمِيص	A watch	سَاعَة
A waist-coat	صُدْرَة — (صِدِيرِي)	A chain	سِلْسِلَة — (أُسْتِيك)
The trousers	(أَلْبَنْطَلُون)	A parasol	شَمْسِيَّة
The jacket	أَلسِّتْرَة	A fan	مِرْوَحَة
A pocket	جَيْب	A cane	عَصَا — (عَصَايَة)
A shelf	كُمّ	The purse	أَلْكِيس
A tie	رِبَاط رَقَبَة	A ring	خَاتِم

To dress, to wear	(a) لَبِسَ	To possess	(i) مَلَكَ
To draw, to sketch	(o) رَسَمَ	To lie down	(o) رَقَدَ
To succeed	(a) نَجَحَ	To refuse	(i) رَفَضَ

To mix, to mingle (o) مَزَجَ — (i) خَلَطَ

Almost, nearly	تَقْرِيبًا	Without	بِلَا — مِنْ غَيْر — بِدُون

Refuse (s.m) (إِـْ ـِ ـْ) إِرْفِضْ

Thank (s.m) (أُـْ ـُ ـْ) أُشْكُرْ

Imperative

Refuse (s.m)	إِرْفِضْ	Refuse (pl.m)	إِرْفِضُوا
Refuse (s.f)	إِرْفِضِي	Refuse (pl.f)	إِرْفِضْنَ

Refuse (d m & f) إِرْفِضَا

Thank (s.m)	أُشْكُرْ	Thank (pl.m)	أُشْكُرُوا
Thank (s.f)	أُشْكُرِي	Thank (pl.f)	أُشْكُرْنَ

Thank (d m & f) أُشْكُرَا

The *imperative* is formed from the present indicative by replacing the prefixed-letter of the latter by إِ and suppressing final ن , except in the case of 2nd person feminine plural.

However, if the 2nd radical of the present tense carries (ـُ) , the ا in the imperative is written أُ .

Let us refuse لِنَرْفِضْ

Let us thank لِنَشْكُرْ

The 1st person plural of the imperative is represented by the 1st person plural of the present indicative preceded by the imperative particle لِ .

32nd Lesson — IMPERATIVE of SIMPLE TRILITERAL VERBS

Vocabulary — THE HUMAN BODY

The parts of the body of the man أَجْزَاء جِسْم ٱلْإِنْسَان

The head	أَلرَّأْس	The limbs	أَلْأَعْضَاء
The face	أَلْوَجْه	The arm	أَلذِّرَاع
The neck	أَلْعُنُق — أَلرَّقَبَة	The elbow	أَلْمِرْفَق — (أَلْكُوع)
The hair	أَلشَّعْر	The fore-arm	أَلسَّاعِد
The trunk	أَلْجِذْع	The hand	أَلْيَد — (أَلْإِيد)
The shoulder	أَلْكَتِف	The finger	أَلْأُصْبَع — (أَلصُّبَاع)
The chest, the breast	أَلصَّدْر	The thigh	أَلْفَخْذ
The belly	أَلْبَطْن	The knee	أَلرُّكْبَة
The stomach	أَلْمَعِدَة	The leg	أَلسَّاق
The back	أَلظَّهْر	The foot	أَلرِّجْل

To wound	(a) جَرَحَ	To raise, to lift	(a) رَفَعَ
To turn (the head)	(i) لَفَتَ	To dive, to plunge	(i) غَطَسَ
To forbid, to prevent	(a) مَنَعَ	To be useful	(a) نَفَعَ

To name, to cite, to mention (o) ذَكَرَ

At first, first of all	أَوَّلاً	Afterwards, then	ثُمَّ

Raise ! (s.m)	إِرْفَعْ	**Do not raise**	لَاتَرْفَعْ
Mention ! (s.m)	أُذْكُرْ	**Do not mention**	لَاتَذْكُرْ

Imperative *(negatively)*

Do not raise (s.m)	لَاتَرْفَعْ	Do not raise (pl.m)	لَاتَرْفَعُوا
Do not raise (s.f)	لَاتَرْفَعِي	Do not raise (pl.f)	لَاتَرْفَعْنَ

Do not raise (d m & f) لَاتَرْفَعَا

To conjugate the imperative *negatively*, the present tense is used preceded by the *prohibitive* particle لَا ; the final ن is suppressed, except in the case of the 2nd person feminine plural. (1)

— Exercise 31 —

Plunge your head into the water. — Has the pupil succeeded ? — What are you mixing ? — Name me first the parts of the trunk, then the limbs. — Do not lift your hand. — Why does he turn his head ? — Dress yourself first, then go out with my father. — Draw the portrait of our friend Paul.— Sit on the sofa. — How did he wound her ?

---

1. The *prohibitive* particle لَا must not be confused with the *negative* particle لَا which we have already studied. Although spelt in the same way, they differ in force and use, as will be seen later. To distinguish them, it is sufficient for the time being to rely on a common-sense idea of the writer's meaning.

33rd Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary · THE HUMAN BODY (continued)

The head	أَلرَّأْس	The chin	أَلذَّقْن
The forehead	أَلْجَبْهَة — أَلْجَبِين	The moustache	أَلشَّارِب (أَلشَّنَب)
The eye-brow	أَلْحَاجِب	The beard	أَللِّحْيَة
The eye	أَلْعَيْن	The hand	أَلْيَد — (أَلْإِيد)
The eyelid	أَلْجَفْن	The wrist	أَلْمِعْصَم — أَلزَّنْد
The cheek	أَلْخَدّ	The fingers	أَلْأَصَابِع
The ear	أَلْأُذُن — (أَلْوِدْن)	The thumb	أَلْإِبْهَام
The nose	أَلْأَنْف	The index	أَلسَّبَّابَة
The mouth	أَلْفَم — (أَلْحَنَك)	The joint	أَلْعُقْدَة
The lip	أَلشَّفَة	The nail	أَلظُّفْر
The tongue	أَللِّسَان	The foot	أَلرِّجْل
The tooth	أَلسِّنّ	The ankle	أَلْكَعْب

To translate	تَرْجَمَ	To prove, to demonstrate	بَرْهَنَ
To roll	دَحْرَجَ	To decorate	زَخْرَفَ
To gain, to bribe	بَرْطَلَ	To shake	زَعْزَعَ

To trouble, to throw into confusion بَلْبَلَ

Especially	خُصُوصاً - لاَ سِيَّمَا	According to	بِحَسَب

To translate, he translated (ـَ ـَ ـْ ـَ) تَرْجَمَ

He translates (ـُ ـَ ـْ ـِ ـُ) يُتَرْجِمُ

Past Tense

I translated	تَرْجَمْتُ	We translated	تَرْجَمْنَا
Thou didst translate (m)	تَرْجَمْتَ	You translated (pl.m)	تَرْجَمْتُمْ
Thou didst translate (f)	تَرْجَمْتِ	You translated (pl.f)	تَرْجَمْتُنَّ
He translated	تَرْجَمَ	They translated (pl.m)	تَرْجَمُوا
She translated	تَرْجَمَتْ	They translated (pl.f)	تَرْجَمْنَ
You translated (d)	تَرْجَمْتُمَا	They translated (d.m)	تَرْجَمَا
		They translated (d.f)	تَرْجَمَتَا

Present & Future Tense

I translate	أُتَرْجِمُ	We translate	نُتَرْجِمُ
Thou dost translate (m)	تُتَرْجِمُ	You translate (pl.m)	تُتَرْجِمُونَ
Thou dost translate (f)	تُتَرْجِمِينَ	You translate (pl.f)	تُتَرْجِمْنَ
He translates	يُتَرْجِمُ	They translate (pl.m)	يُتَرْجِمُونَ
She translates	تُتَرْجِمُ	They translate (pl.f)	يُتَرْجِمْنَ
You translate (d)	تُتَرْجِمَانِ	They translate (d.m)	يُتَرْجِمَانِ
		They translate (d.f)	تُتَرْجِمَانِ

34th Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — ANIMALS

The lion	أَلْأَسَد — أَلسَّبُع	The elephant	أَلْفِيل
The mane	أَلْعُرْف	The trunk	أَلْخُرْطُوم
The mouth	أَلْفَم — أَلْحَلْق	A tusk	نَاب
The tail	أَلذَّيْل	The camel	أَلْجَمَل
A paw	رِجْل	The dromedary	أَلْهَجِين
A claw	مِخْلَب — ظُفْر	The gazelle	أَلْغَزَال
The ass	أَلْحِمَار	The dog	أَلْكَلْب
The hoof	أَلْحَافِر	The cat	أَلْقِطّ — أَلْهِرّ
The saddle	أَلسَّرْج	The rat	أَلْفَار
The stirrups	أَلرِّكَاب	The cock	أَلدِّيك
The bridle	أَللِّجَام	An animal	حَيَوَان

To slay	(a) ذَبَحَ	To swim	(a) سَبَحَ
To kill	(o) قَتَلَ	To suck	(a) رَضِعَ
To fatten	(a) سَمِنَ	To bark	(a) نَبَحَ

To precede, to go before (i) سَبَقَ

Here	هُنَا	There	هُنَاك

Translate (s.m) تَرْجِمْ (ـَـْـِـْ)

Imperative

Translate (s.m)	تَرْجِمْ	Translate (pl.m)	تَرْجِمُوا
Translate (s.f)	تَرْجِمِي	Translate (pl.f)	تَرْجِمْنَ

Translate (d m & f) تَرْجِمَا (1)

Let us translate لِنُتَرْجِمْ (2)

— Exercise 32 —

أَتَذْبَحُونَ ٱلدِّيك هُنَا أَمْ هُنَاك ؟ — جَرَحَ أُصْبَعَهُ بِٱلسِّكِّين وَخَدَّهُ وَذَقْنَهُ بِٱلْمُوسَى — تَرْجِمُوا ٱلدَّرْس أَوَّلاً ثُمَّ ٱذْهَبُوا إِلَى ٱلْبُسْتَان — خَرَجَ ٱلْحِمَار بِلاَ سَرْج — أَلْكَلْب صَدِيق ٱلْإِنْسَان — زَخْرَفُوا ٱلْبَيْت وخُصُوصاً أُوضَة ٱلسُّفْرَة — كَيْفَ سَرَقُوا ٱلْكِيس مِنْ جَيْبِهَا وَخُصُوصاً ٱلْخَاتِم مِنْ يَدِهَا ؟

---

1. As we have seen, in the case of simple *triliteral* verbs, practice and the dictionary can alone indicate the vowel-sound of the 2nd radical. Moreover, the prefixed-letter has always a (ـَـ) over it.

In the case of simple *quadriliteral* verbs, the 2nd radical always bears a (ـْـ) and the prefixed-letter a (ـُـ); the 3rd radical is always accompanied by a (ـَـ) in the past and by a (ـِـ) in the present and imperative.

2. Simple quadriliteral verbs are conjugated in all their tenses like تَرْجَمَ.

The interrogative, negative and prohibitive particles are used with quadriliteral verbs, in exactly the same way as with triliteral verbs.

35th Lesson - PRESENT PRECEDED BY CERTAIN PARTICLES

Vocabulary — ANIMALS (continued)

The horse	أَلْجَوَاد — أَلْحِصَان	The fish	أَلسَّمَكَة
The mare	أَلْفَرَس	The monkey	أَلْقِرْد
The mule	أَلْبَغْل	The fox	أَلثَّعْلَب
The ox	أَلثَّوْر	The crow	أَلْغُرَاب
The cow	أَلْبَقَرَة	The sparrow	أَلْعُصْفُور
The sheep	أَلْخَرُوف	The pigeon	أَلْحَمَامَة
The ewe	أَلنَّعْجَة	The locusts	أَلْجَرَاد
The goat	أَلْعَنْزَة — أَلْمَعْزَة	The ant	أَلنَّمْلَة
The hen	أَلدَّجَاجَة	The cotton-worm	دُودَة ٱلْقُطْن
The chickens	أَلْفِرَاخ	The snake	أَلْحَيَّة — أَلثُّعْبَان
The goose	أَلْوَزَّة	The scorpion	أَلْعَقْرَب

To hear	(a) سَمِعَ	To fall	(o) سَقَطَ
To carry	(i) حَمَلَ	To touch	(i) لَمَسَ
To carry off	(a) خَطِفَ	To look for, to seek عَنْ	(a) بَحَثَ

To cook (o) طَبَخَ

Before	قَبْلَ	After	بَعْدَ

That	أَنْ	**Not**	لَمْ (1)
In order to, in order that	لِ — لِأَنْ — لِأَجْلِ أَنْ		
So that	لِكَيْ		
Until	حَتَّى — إِلَى أَنْ		

Certain particles, of which the most common are لِ - أَنْ & لَمْ - حَتَّى - لِكَيْ have the same influence as the prohibitive particle لَا, in that they cause the disappearance of the final ن from those persons of the present tense where it occurs, except in the case of the feminine plural which remains unchanged.

In the case of the other persons, the present tense, preceded by the particles لِكَيْ لِ أَنْ or حَتَّى, changes the vowel-accent of the final radical to (ـَـ).

When preceded by لَمْ or by either of the particles لَا (prohibitive) or لِ (imperative), the present tense takes (ـْـ) over the final radical. (2)

— Exercise 33 —

لَمْ يَحْضُرْ لِأَذْهَبَ مَعَهُ — خَرَجُوا بَعْدَكَ لِيَشْكُرُوهُمْ — إِبْحَثُوا عَنْهُمْ حَتَّى تَتْعَبُوا — لِمَاذَا لَمْ تَقْتُلِي الْعَقْرَبَ — عِنْدِي فَرَسٌ وَغَزَالٌ هُنَا وَجَمَلٌ وَحِمَارٌ هُنَاكَ — إِذْهَبُوا بَعْدَ أَنْ أَخْرُجَ وَارْجِعُوا قَبْلَ أَنْ أَحْضُرَ - أَلْبَسُ لِأَلْحَقَهُمْ — يَكْتُبُ حَتَّى يَنْعَسَ

1. This negative particle is only used with the present tense, to which it gives the meaning of the past ; e. g. لَمْ يَذْهَبُوا (they have not gone).

2. The English infinitive and participle, preceded by the above particles, are rendered by the present tense.

36th Lesson — AGREEMENT OF THE VERB

Vocabulary — PLANTS & SEEDS

A palm-tree	نَخْلَة	The banana-tree	شَجَرَة ٱلْمَوْز
A fig-tree	شَجَرَة تِين (1)	The sycamore	شَجَرَة ٱلْجُمَّيْز
An orange-tree	شَجَرَة بُرْتُقَان	The cotton-plant	شُجَيْرَة ٱلْقُطْن
A lemon-tree	شَجَرَة لَيْمُون	The vine	شَجَرَة ٱلْعِنَب — أَلْكَرْم
(The) cotton	أَلْقُطْن	(The) barley	أَلشَّعِير
(The) sugar-cane	أَلْقَصَب	(The) maize	أَلذُّرَة
(The) rice	أَلرُّزّ	(The) beans	أَلْفُول
(The) corn	أَلْقَمْح	(The) peas	أَلْحِمّص — (أَلْحُمُّص)
The vegetables	أَلْبُقُول - (أَلْخُضَار)	A plant	نَبَات
The seeds	أَلْبُزُور — أَلْحُبُوب		

To cultivate, to sow	(a) زَرَعَ	To grind	(a) طَحَنَ
To plough	(o) حَرَثَ	To break	(i) كَسَرَ
To reap	(o) حَصَدَ	To appear ; to go up	(o) طَلَعَ
To leave, to abandon	(o) تَرَكَ	To press, to squeeze	(i) عَصَرَ

To be fertile (of ground) (i) خَصَبَ

On, upon, over, up, above	فَوْق	Under, beneath, below	تَحْت

1. Tree of figs.

AGREEMENT OF THE VERB

My aunt came حَضَرَتْ عَمَّتِي

The pupils have gone out أَلتَّلَامِذَة خَرَجُوا

The verb agrees with its subject and is usually placed before it.

The children cut the branch يَقْطَعُ ٱلْأَوْلَادُ ٱلْغُصْنَ

Mary and her brother have dressed themselves لَبِسَتْ مَرْيَم وَشَقِيقُهَا

The verb, when placed before a single or several subjects, is put in the singular and agrees in gender only with that subject which immediately follows it.

The man and his wife heard أَلرَّجُلُ وَٱمْرَأَتُهُ سَمِعَا

The ewe and the cow ran away أَلنَّعْجَةُ وَٱلْبَقَرَة هَرَبَتَا

The friends leave the house أَلْأَصْدِقَاء يَتْرُكُونَ ٱلْبَيْت

The girls sweep the room أَلْبَنَات يَكْنِسْنَ ٱلْأُوضَة

Paul, his sister and his daughter have come بُولُس وَشَقِيقَتُهُ وَٱبْنَتُهُ قَدِمُوا

When placed after one or more subjects which stand for two persons or two things, the verb is put in the dual ; if the subjects stand for more than two persons, the verb is put in the plural.

If the subjects are of different genders, the verb is put in the masculine.

The dogs bark تَنْبَحُ ٱلْكِلَاب or أَلْكِلَاب تَنْبَحُ

The verb, placed before or after a plural subject denoting creatures without reason, is placed in the feminine singular.

37th Lesson — PARTICIPLES OF SIMPLE VERBS

Vocabulary — A TREE, FLOWERS, FRUITS

A tree	شَجَرَة	A peach	خَوْخَة
The root	أَلْجِذْر	A pear	كُمَّثْرَاة — (كُمِّتْرَايَة)
A branch	فَرْع — غُصْن	A fig	تِينَة
A leaf	وَرَقَة	A cherry	كَرَزَة
(The) flowers	أَلْأَزْهَار	A grape	عِنَبَة
A rose	وَرْدَة	A banana	مَوْزَة
A violet	بَنَفْسَجَة	A date	بَلَحَة
A pink	قَرَنْفُلَة	A pomegranate	رُمَّانَة
Jasmine	يَاسِمِين	A lemon	لَيْمُونَة
(The) fruits	أَلْأَثْمَار	An almond	لَوْزَة
An apple	تُفَّاحَة	A walnut	جَوْزَة
An orange	بُرْتُقَانَة	A hazel-nut	بُنْدُقَة

To pluck	(o) قَطَفَ	To allow	(a) سَمَحَ
To plant	(i) غَرَسَ	To collect, to gather	(a) جَمَعَ
To shoot, to spring up	(o) نَبَتَ	To tear out, to uproot	(a) قَلَعَ
		To appear	(a) ظَهَرَ
As, like	كَـ — كَمَا — مِثْل — مِثْل مَا	Neither ..... nor	لَا ... وَلَا

To be struck	(— ـَـ ـَـ)	ضَرَبَ
Striking (who strikes)	(— ـِـ ا ـَـ)	ضَارِب
Struck	(مَ ـْـ ـُـ و —)	مَضْرُوب

The *present active* participle of simple *triliteral* verbs is formed by placing ا after the first radical and by putting ـِ under the second. Paradigm فَاعِل (1).

The *past passive* participle is formed by placing مَ before the 1st radical, وُ ـُـ after the second and by substituting ـْـ for the vowel-sign of the first radical. Paradigm مَفْعُول.

He translates	(يُ ـُـ ـْـ ـِـ —)	يُتَرْجِمُ
Translating (who translates)	(مُ ـَـ ـْـ ـِـ —)	مُتَرْجِم
Translated	(مُ ـَـ ـْـ ـَـ —)	مُتَرْجَم

The *participles* of *simple quadriliteral* verbs are obtained by substituting مُ for the prefixed-letter of the present tense. In the passive participle, the vowel-sign of the 3rd radical is changed to (ـَـ).

— Exercise 34 —

إِزْرَعْ شَجَرَةَ ٱلْمَوْز هُنَا كَمَا زَرَعْتَ شَجَرَةَ ٱلْبُرْتُقَان هُنَاكَ — لَمْ يَحْضُرِ ٱلْكَاتِب[2] قَبْلَ ٱلظُّهْر — أَقْطِفِي لِي وَرْدَةً مِنْ بُسْتَانِكُمْ — أَيْنَبُتُ ٱلْقُطْن بَعْدَ شَهْر؟ — أَيْنَ ٱلْقَاتِلُ وَأَيْنَ ٱلْمَقْتُول؟

---

1. The verb فَعَلَ is always considered as a model.

2. The active and passive participles are sometimes used as nouns.

38th Lesson — THE NOUN

Vocabulary — THE HOUSE, etc.

A house	بَيْت — دار — مَنْزِل — مَسْكَن
A palace, a mansion	سَرَاي — (سَرَايَة) — قَصْر
A hotel	فُنْدُق — (أُوتِيل)
The study	غُرْفَة ٱلشُّغْل — أَلْمَكْتَب
The drawing-room	قَاعَة ٱلِاسْتِقْبَال — (أَلصَّالَة)

The ground-floor	أَلدَّوْر ٱلْأَرْضِيّ	The roof	أَلسَّطْح
The first-floor	أَلدَّوْر ٱلْأَوَّل	The staircase	أَلسُّلَّم
The attic	أَلدَّوْر ٱلْأَعْلَى	The balustrade	(أَلدَّرَابِزِين)
The entrance	أَلْمَدْخَل	A balcony	(بَلَكُون)
The court-yard	أَلْحَوْش	A lock	قُفْل — (قِفْل)
The kitchen	أَلْمَطْبَخ	A key	مِفْتَاح

A place مَحَلّ — مَكَان — مَوْضِع

To pull down, to demolish	(i) هَدَمَ	To ascend	(a) صَعِدَ
To attack	(o) هَجَمَ عَلَى	To go down, to come down	(i) نَزَلَ
To convey, to transfer	(o) نَقَلَ	To live, to lodge at	(o) سَكَنَ

To keep, to take care of (o) حَرَسَ

Before, in front of	أَمَام — قُدَّام	Behind	خَلْف — وَرَاء

GENDERS OF NOUNS

A young man	شَابٌّ
A young lady	شَابَّةٌ

There are two genders in Arabic : the *masculine* and the *feminine*.

A school-master (— — — —)	مُعَلِّم — مُدَرِّس
A school-mistress (ـَة — — — —)	مُعَلِّمَة — مُدَرِّسَة

The *feminine* of nouns is generally formed by adding a ـَة to the masculine. (1)

The absence of the ة as a rule indicates the masculine gender,

— Exercise 35 —

My school-mistress lives in front of the church and behind the mosque. — Go up (s) to the attic and come down before I go out.— I have conveyed my bed from the ground-floor to the first-floor.—Look at (s.f) my father's mansion. — The room of the headmistress is between the drawing-room and the entrance, but her sister's room is in front of the staircase and behind the kitchen. — She has locked (2) her drawer. — I have a dog (f) and a cat (f). — Allow me to sit down in front of you. — Why are they pulling down the palace ? — They live (f) in a house without a balcony. — Go (s) first of all to the study and return, then go up to the drawing-room and come down by (3) the staircase of the courtyard.

---

1. Also when the ى and the ا followed by ء end a word, they generally indicate that this word is feminine ; e.g. ذِكْرَى *remembrance,* صَحْرَاء *desert.*

2. To lock قَفَلَ بِالْمِفْتَاح — 3. مِنْ .

39th Lesson — THE NOUN

Vocabulary — PROFESSIONS AND TRADES

The judge أَلْقَاضِي	A door-keeper بَوَّاب
The advocate أَلْمُحَامِي	A baker خَبَّاز — فَرَّان
The doctor أَلطَّبِيب - (أَلْحَكِيم)	A barber, a hair-dresser حَلَّاق
A druggist صَيْدَلِيّ أَجْزَاجِيّ (1)	A fruiterer فَاكِهَانِيّ (1)
The engineer أَلْمُهَنْدِس	A shoemaker جَزْمَجِيّ
The cultivator أَلْمُزَارِع	A butcher جَزَّار
The merchant أَلتَّاجِر	A tailor خَيَّاط
The shop-keeper أَلْبَيَّاع — أَلْبَائِع	A cook طَبَّاخ
The jeweller أَلْجَوَاهِرْجِيّ	A printer مَطْبَعْجِيّ
The jeweller (manufacturing) أَلصَّائِغ	A mason بَنَّاء
The keeper of a café أَلْقَهْوَجِيّ	A porter حَمَّال — (شَيَّال)

To bleed فَصَدَ (i)	To condemn حَكَمَ (o) عَلَى
To print طَبَعَ (a)	To be just, to act justly عَدَلَ (i)

To witness, to give evidence شَهِدَ (a)

Around حَوْل	Always دَائِمًا

1. A certain number of nouns denoting a profession or trade are formed by means of the Turkish suffix جِيّ or they end in نِيّ.

NUMBERS OF NOUNS

A man	رَجُل (———)
Two men	رَجُلَانِ (——ـَـانِ) رَجُلَيْنِ (——ـَـيْنِ)
Men	رِجَال

There are three numbers in Arabic : *singular*, *dual* and *plural*.

Dual of Nouns

The two engineers have come	حَضَرَ ٱلْمُهَنْدِسَانِ
The key of the two doors	مِفْتَاحُ ٱلْبَابَيْنِ
I struck the two children	ضَرَبْتُ ٱلْوَلَدَيْنِ
They condemned (m) the two doctors	حَكَمُوا عَلَى ٱلطَّبِيبَيْنِ

The *dual* is formed from the singular by the addition of the suffixes ـَـانِ or ـَـيْنِ. The former is employed for the *nominative* case (subject), and the latter for the *genitive* (complement of a noun or verb) and the *accusative* (complement of a preposition).

Her two eyes	عَيْنَاهَا عَيْنَيْهَا	and not	عَيْنَانِهَا عَيْنَيْنِهَا
The child's two ears	أُذُنَا ٱلْوَلَدِ أُذُنَي ٱلْوَلَدِ	and not	أُذُنَانِ ٱلْوَلَدِ أُذُنَيْنِ ٱلْوَلَدِ

If a noun in the dual number is followed by a conjunctive pronoun or by a complement, the final ن is suppressed.

40th Lesson — THE NOUN

Vocabulary — TRADES (continued)

The carpenter	أَلنَّجَّار	The blacksmith	أَلْحَدَّاد
The work-shop	أَلْوَرْشَة	The forge	مَعْمَل ٱلْحِدَادَة
A plank of wood	لَوْح خَشَب	The fire	أَلنَّار
The grocer	أَلْبَقَّال	The bellows	أَلْمِنْفَاخ
Liquors	مَشْرُوبَات	Iron	حَدِيد
Cheese	(جِبْنَة)	The watch-maker	أَلسَّاعَاتِيّ
Oil	زَيْت	A workman	صَانِع — عَامِل
Vinegar	خَلّ	A watch	سَاعَة
Salt	مِلْح	The confectioner	أَلْحَلْوَانِيّ
Onions	بَصَل	Sugar	سُكَّر
Coal	فَحْم	Sweetmeats	(مِلَبَّس)
A pair of scales	مِيزَان	Syrup	شَرَاب — (شَرْبَات)
A profession	حِرْفَة	A trade	صِنَاعَة

To melt	(o) سَبَكَ	To light	(a) شَعَلَ
To blow	(o) نَفَخَ	To be deceived	(a) غَلِطَ

To pierce (o) خَرَقَ — (o) ثَقَبَ

Since	مُنْذُ	During, for	مُدَّة

Plural of nouns

A carpenter (ـــــ) نَجَّار pl. { (ـــــُونَ) نَجَّارُونَ / (ـــــِينَ) نَجَّارِينَ }

A person (ـــــ) شَخْص pl. (ـــ ا ـــ) أَشْخَاص

There are two kinds of plurals : the *regular* plural, which produces no change in the singular form but is denoted by a suffix, and the *irregular* or broken plural, which modifies the singular form.

— Exercise 36 —

طَبَعْتُ ٱلْكِتَاب مُنْذُ شَهْر — مَتَى تَرَكَ الصَّيْدَلِيّ ٱلْأَجْزَاخَانَة ؟ — تَرَكَهَا مُنْذُ أُسْبُوع تَقْرِيباً — أَيْنَ ذَهَبَ ٱلْمَجْرُوحَانِ وَأَيْنَ ٱلشَّاهِدَانِ ؟ — عِنْدِي زُجَاجَتَا خَلّ وَزَيْت — هَلْ بَحَثْتَ عَنِ ٱلطَّبِيب فِي ٱلْمُسْتَشْفَى وَعَنِ ٱلْمُحَامِي فِي ٱلْبَيْت ؟ — خَرَجَ ٱلنَّجَّار مِنَ ٱلْوَرْشَة مُنْذُ سَاعَة وَٱلْحَدَّاد مِنَ ٱلْمَعْمَل مُنْذُ سَاعَتَيْنِ وَلَمْ يَرْجِعَا

— Exercise 37 —

My son (is) a druggist and my nephew (is) a doctor. — He has been looking for his two children for an hour. — What are you doing around me ? — Where are the two engineers and the two merchants ? — They left the house for two months. — We have two eyes, two ears, two hands and two feet. — You are always deceived. — Have you (s) examined the two pupils ? — The grocer has liquors, cheese, salt and coal. — The fruiterer has oranges, apples, cherries, etc. (أَلخ)[1].

---

1. et cætera إِلى آخِرِهِ

41st Lesson — THE NOUN

Vocabulary — TOOLS

A saw	مِنْشَار	A needle	إِبْرَة
A plane	(فَارَة)	A pin	دَبُّوس
A hammer	مِطْرَقَة — (شَاكُوش)	A shovel	مِجْرَفَة
A screw	بُرْغِيّ — (قَلاَوُوز)	A spade	مِعْزَق
A screw-driver	مِفَكّ	A watering-can	مِرَشَّة
A cork-screw	(بَرِّيمَة)	A harrow	نَوْرَج
Pincers	كَمَّاشَة	An axe	فَأْس
A nail	مِسْمَار	A plough	مِحْرَاث
A file	مِبْرَد	A tool	أَدَاة — آلَة

To lose	(a) خَسِرَ — (i) فَقَدَ	To chase. to drive away	(o) طَرَدَ
To dig	(i) حَفَرَ	To be able	(i) قَدَرَ
To desire	(a) رَغِبَ	To gain	(i) كَسَبَ
To excuse	(i) عَذَرَ	To happen	(o) حَصَلَ ـ (o) حَدَثَ

To saw ; to publish (news) (o) نَشَرَ

Because, for	لِأَنَّ	If not, otherwise	وَإِلاَّ

Regular masculine plural

A blacksmith (ـــــ) حَدَّاد	pl.	(ـــــُونَ)	حَدَّادُونَ
		(ـــــِينَ)[1]	حَدَّادِينَ
An Egyptian	مِصْرِيّ	pl. مِصْرِيُّونَ	or مِصْرِيِّينَ
Translating (translator)	مُتَرْجِم	» مُتَرْجِمُونَ	» مُتَرْجِمِينَ
Wounded	مَجْرُوح	» مَجْرُوحُونَ	» مَجْرُوحِينَ

The *regular masculine plural* (which only applies to nouns denoting living beings), is formed by adding to the singular the final syllables ـُونَ for the nominative and ـِينَ for the genitive and accusative.

This plural is particularly used :

1o — With nouns denoting a trade, of the form فَعَّال ;

2o — With nouns denoting nationality : these are words of four letters at the least, of which the last is ـِيّ [2] ;

3o — With active and passive participles. (3)

---

1. This is the only form used in colloquial Arabic.

2. They are usually employed as adjectives.

3. The regular masculine plural is used exceptionally in the tens of numbers, e.g. عِشْرُونَ or عِشْرِينَ , etc., and with certain other words viz. اِبْن (son), pl. بَنُونَ or بَنِينَ — سَنَة (year), pl. سِنُونَ or سِنِينَ — أَرْض (earth), pl. أَرْضُونَ .

42nd Lesson — THE NOUN

Voc. LIGHTING, WARMING, NATURAL PHENOMENA

(The) lighting أَلْإِضَاءَة ـ أَلْإِنَارَة	(The) light أَلنُّور
The flame أَللَّهِيب	(The) day-light أَلضَّوْء
(The) electricity أَلْكَهْرَبَاء	(The) darkness أَلظُّلْمَة — أَلظَّلَام
(The) gas أَلْغَاز	The shade, shadow أَلظِّلّ — أَلْخَيَال
(The) heating أَلْإِيقَاد	(The) freshness أَلطَّرَاوَة
The stove أَلْكَانُون	(The) moisture أَلرُّطُوبَة
The oven أَلْفُرْن	The wind أَلرِّيح
(The) phenomena أَلْحَوَادِث	The air أَلْهَوَاء
The atmosphere أَلْجَوّ	The dust أَلتُّرَاب — أَلْغُبَار
The temperature أَلطَّقْس	The rain أَلْمَطَر
The climate أَلْمَنَاخ	(The) ice, the snow أَلثَّلْج
The cold أَلْبَرْد	(The) lightning أَلْبَرْق
(The) heat أَلْحَرّ — أَلْحَرَارَة	(The) thunder أَلرَّعْد

To shine لَمَعَ (a)	To succeed خَلَفَ (o) ـ عَقَبَ (o)
To be drunk سَكِرَ (a)	To suppose فَرَضَ (i)

To enjoy, to be delighted with فَرِحَ (a)

Where (relative) حَيْثُ	Never أَبَدًا

Regular feminine plural

A habit	عَادَة (— — — —)	pl.	عَادَات (— — — — ات)
A French woman	فَرَنْسَاوِيَّة	»	فَرَنْسَاوِيَّات
A bath	حَمَّام	»	حَمَّامَات

The *regular feminine plural* is formed by adding to the singular the final syllable ات ; if the singular form ends in ة , that termination is suppressed.

This plural form belongs especially to :

1o — A large number of nouns ending in ة in the singular;

2o — Certain masculine nouns which must be learnt by use or from the dictionary.

— Exercise 38 —

حَضَرَ ٱلنَّجَّارُونَ وَٱلْحَدَّادُونَ وَلَـٰكِنْ لَمْ يَحْضُرِ ٱلْمُهَنْدِسُونَ — شَرِبُوا حَتَّى سَكِرُوا — إِعْذِرْنِي لِأَنِّي لَمْ أَكْتُبْ لَكَ مُنْذُ شَهْرَيْنِ — أَيْنَ ٱلْفَرَنْسَاوِيُّونَ وَٱلْفَرَنْسَاوِيَّات ؟ — أَذْهَبُ حَيْثُ تَذْهَبُ وَأَسْكُنُ حَيْثُ تَسْكُنُ — لَا نَبْحَثُ عَنْهُمْ أَبَدًا — يَخْلُفُ ٱللَّيْلَ ٱلنَّهَارَ كَمَا يَعْقُبُ ٱلضَّوْءُ ٱلظَّلَامَ — أَلَمْ تَلْحَقُوا ٱلْقَاتِلِينَ وَأَيْنَ ٱلْمَقْتُولَات ؟ — جَلَسْتُ تَحْتَ ظِلِّ شَجَرَةٍ سَاعَتَيْنِ تَقْرِيبًا — مَاذَا حَدَثَ أَمْسِ عِنْدَكُمْ ؟ — أَنَا لَمْ أَسْكَرْ أَبَدًا وَلَـٰكِنْ بُولُس يَسْكَرُ دَائِمًا — مَاذَا نَشْرَبُوا فِي ٱلْمَجَلَّات ؟ — تَذْهَبُ ٱلتِّلْمِيذَات عِنْد ٱلْمُعَلِّمَات

43rd Lesson — THE NOUN

Irregular plural

The various forms of *irregular plural* are numerous and we can only give the most common forms. Moreover, it must be remembered that a given singular form may have several plural forms.

1. — Plural of nouns consisting of 3 letters

If we represent the singular by the triliteral paradigm فَعَل (which is usually adopted), the irregular plural will have :

a) — the form فُعُول

Lesson	دَرْس	plur.	دُرُوس
Science	عِلْم	»	عُلُوم
King	مَلِك	»	مُلُوك

b) — the form فِعَال

Man	رَجُل	plur.	رِجَال
Dog	كَلْب	»	كِلَاب
Camel	جَمَل	»	جِمَال

c) — the form أَفْعَال

Child	وَلَد	plur.	أَوْلَاد
Body	جِسْم	»	أَجْسَام
News, report	خَبَر	»	أَخْبَار

— Exercise 39 —

هَلْ عِنْدَكُمْ أَخْبَار مِنْ عَمِّنَا وَمِنْ عَمَّتِنَا ؟ — تَرَكْتُ ٱلْأَوْلَاد مَعَ ٱلْبَوَّاب — طَبَعْنَا كِتَاب ٱلْعُلُوم مُنْذُ شُهُور — قَلَعُوا ٱلشَّجَرَة مِنْ جُذُورِهَا — مَتَى تَنْشُرُونَ ٱلْأَخْبَار فِي ٱلْجَرِيدَة ؟ — عَلَى ٱلسُّفْرَة أَطْبَاق وَصُحُون وَأَقْدَاح — إِفْهَمُوا دُرُوسَكُمْ قَبْلَ أَنْ تَحْفَظُوهَا — عِنْدِي خِزَانَة بِسَبْعَة أَدْرَاج — إِقْطَعْ غُصُون ٱلشَّجَرَة وَلَكِنْ لَا تَلْمِسْ أَوْرَاقَهَا — فِي ٱلسَّنَة أَرْبَعَة فُصُول — لَا أَذْهَبُ حَتَّى يَحْضُرَ ٱلسَّيِّدَات — أُقْتُلُوا ٱلْحَيَّات قَبْلَ أَنْ تَهْرُبَ — أُنْظُرِي إِلَى قُصُور ٱلْمُلُوك

— Exercise 40 —

I learn my lessons in the evening. — Why are you chasing my dogs ? — Look for (s) the children in the court-yard. — Have you (s) any news of my brother ? — The kings and queens have entered the palace. — I have a jacket with (1) four pockets (1) and a waistcoat with two (pockets). — Yesterday, she washed the mosquito-curtains and the bed-clothes. — We have watches, purses (2), combs (3), etc. — The children of our porter are joiners and those (the children) of our cook are hair-dressers. — Light (s) the fire and melt the iron. —When will you pluck the fruits of your garden ? — We learn the sciences at school (4). — We publish the news of the day in the university magazine.

---

1. جُيُوب — 2. أَكْيَاس — 3. أَمْشَاط — 4. فِي ٱلْمَدْرَسَة

d) — the form أَفْعَال or فِعْلَان , if the second letter is ا . In the first form, the ا is changed to و in the plural. and in the second form to ي .

State, condition	حَال	plur.	أَحْوَال
Wealth, property	مَال	»	أَمْوَال
Crown	تَاج	»	تِيجَان
Neighbour	جَار	»	جِيرَان

2. — Plural of nouns consisting of 4 letters

a) — Nouns consisting of 4 letters in the singular, the last of which is ة , usually form their plural by dropping this ة .

If the two middle letters are joined by (ـّـ), they are separated in the plural. (1)

Copy (of a book)	نُسْخَة	plur.	نُسَخ
Road	سِكَّة	»	سِكَك

b) — Nouns of 4 letters in the singular, the last of which is not ة , usually form their plural by adding ا after the second letter.

If the second letter is ا , it is changed to و .

Copy-book	دَفْتَر	plur.	دَفَاتِر
Mosque	جَامِع	»	جَوَامِع

1. The second letter of nouns in this class generally carries (ـْـ) or has no accent ; in the plural, this letter bears (ـَـ).

— Exercise 41 —

خَسِرَ جِيرَانُنَا أَمْوَالَهُمْ — كَيْفَ أَحْوَالُ الْجَوِّ هُنَا ؟ — أَيْنَ الْخَوَاتِم وَالْتِيجَان ؟ — مَتَى يَخْرُجُونَ مِنَ الْجَوَامِع ؟ — أُنْظُرْ إِلَى الشَّوَارِع وَالْمَنَازِل وَالْمَخَازِن — هَلْ بَحَثْتُمْ فِي الْمُسْتَشْفَيَات عَنْ مَحَلَّات لِلسَّيِّدَات ؟ — عِنْدَنَا أَقْلَام وَرِيش وَعِنْدَهُمْ فُوط وَشُوك — لِمَاذَا فَتَحْتُمُ الْأَبْوَاب ؟ — أُبْعُدْ عَنِ الْأُسُود وَالْقُرُود وَالْحَيَّات — مِنْ أَيْنَ ظَهَرَتِ الْفِيرَان وَالْعَقَارِب ؟ — هَلْ عِنْدَكُمْ أَخْشَاب فِي وُرَشِكُمْ ؟ — هَلْ كَنَسْتِ الْأُوَض وَمَسَحْتِ الْمَكَاتِب وَالصُّوَر ؟

— Exercise 42 —

I have portraits of kings, queens and princes (1), — We wish to go with you (s), first of all to the bazaar, and then to the stores. — Why have they left our neighbours' houses ? — The water of the streams goes into the rivers (2) and that (the water) of the rivers into the sea. — Look at (s) the mosques, the hotels, the mansions and the palaces (3). — Baths for men (4) and baths for ladies. — Do not get near lions, snakes and scorpions. — Why have you not sent to my brother the copy-books of my friend John ? — I have needles, files and razors (5). — How have you lost your property.

---

1. Prince أَمِير (plur. أُمَرَاء) — 2. أَنْهُر — 3. سَرَايَات — 4. لِلرِّجَال — 5. أَمْوَاس

45th Lesson — THE NOUN

3. — Plural of nouns consisting of 5 letters

a) — Nouns of 5 letters in the singular, the last of which is ة, usually form their plural by adding ا after the second letter, as in the preceding case, and suppressing the final ة (1).

Printing-works	مَطْبَعَة	plur.	مَطَابِع
Church	كَنِيسَة	»	كَنَائِس

b) — Nouns of 5 letters in the singular, the last of which is not ة, usually change the fourth letter to ي in the plural and take ا after the second letter.

If the second letter is ا, it is changed to و.

Garden	بُسْتَان	plur.	بَسَاتِين
Dictionary	قَامُوس	»	قَوَامِيس

4. — Plurals altogether irregular

Fathers	آبَاء	Sisters	أَخَوَات
Mothers	أُمَّهَات	Days	أَيَّام
Brothers	إِخْوَة	Donkeys	حَمِير
Sons	أَبْنَاء	Books	كُتُب
Daughters	بَنَات	Men, people	أُنَاس (2)

1. If the third letter of words of this class is a weak letter, it is usually replaced in the plural by (أ).

2. The initial ا disappears if this word is preceded by ال, e.g. أَلنَّاس men, people.

— Exercise 43 —

في شَوَارِعنَا جوَامِع وَكَنَائِس وَمَخَازِن ودَكَاكِين — إِخْدِمُوا آبَاءكُمْ وَأُمَّهَاتكُمْ — لِمَاذَا تَفْتَحُونَ ٱلشَّبَابِيك ٱلآن؟ — مَاذَا تَحْمِلُ ٱلْحَمِير وَٱلْبِغَال عَلَى ظُهُورهَا؟ — لاَ تَبْحَثِي فِي قَوَامِيسنَا — فِي ٱلْمَطَابِع يَطْبَعُونَ ٱلْكُتُب وَٱلْجَرَائِد وَٱلْمَجَلاَّت — إِبْعَثُوا أَبْنَاءكُم وَبَنَاتكُمْ إِلَى ٱلْكُلِّيَّات وَٱلْمَدَارِس — كَيْفَ يَشْرَحُ ٱلدُّرُوس؟ — يَخْلُفُ ٱلأَوْلاَدُ ٱلآبَاء — يَفْحَصُ ٱلْمُعَلِّمُونَ تَلاَمِيذهُمْ غَدًا — مَاذَا يَرْغَبُونَ أَنْ يَعْرِفُوا مِنَ ٱلأَخْبَار؟ — قَدِمَ إِخْوَتِي وَلَمْ يَحْضُرْ أَخَوَاتِي — مَتَى تَقْفِلُونَ ٱلصَّنَادِيق وَٱلْخَزَائِن وَٱلأَدْرَاج؟

— Exercise 44 —

Look in your dictionaries. — We have houses and gardens. — I left my family three weeks ago. — My brothers and sisters go to school (1). — I have five books and four copy-books. — Where (are) the keys of our doors? — Go to the church and my children will join you. — How did the servant steal the fans and the parasols? — My children have succeeded. — Have you cupboards, boxes, lamps, curtains, cups and spoons in your stores? — Shut (s. f) the doors and windows. — We go to church on Sundays (2). — They have printing-works, stores and shops. — I have brothers, sisters, sons and daughters.

---

1. إِلَى ٱلْمَدْرَسَة — 2. أَيَّام ٱلأَحَد

46th Lesson — THE ADJECTIVE

Vocabulary — TIME (of the clock)

A watch	سَاعَة	The hours	أَلسَّاعَات
The dial	مِينَا ٱلسَّاعَة	A minute	دَقِيقَة
The hour-hand	عَقْرَب ٱلسَّاعَات	A second	ثَانِيَة
The minute-hand	عَقْرَب ٱلدَّقَائِق	A quarter of an hour	رُبْع سَاعَة
The second-hand	عَقْرَب ٱلثَّوَانِي	Half an hour	نِصْف سَاعَة
A clock	سَاعَة كَبِيرَة	Half a day	نِصْف نَهَار
The pendulum	أَلرَّقَّاص	Midnight	نِصْف ٱللَّيْل

It is half past three	أَلسَّاعَة ثَلَاثَة وَنِصْف
It is a quarter past five	» خَمْسَة وَرُبْع
It is seven minutes past eight	» ثَمَانِيَة وَسَبْع دَقَائِق
It is twenty minutes past seven (1)	» سَبْعَة وَثُلْث
It is half past nine	» تِسْعَة وَنِصْف
It is a quarter to four	» أَرْبَعَة إِلَّا رُبْع
It is 12 - noon	» ١٢ — أَلظُّهْر
It is 12 - midnight	» » — نِصْف ٱللَّيْل

---

1. In Arabic «It is seven and a third».

Genders of Adjectives

A virtuous man	رَجُلٌ فَاضِلٌ
A virtuous woman	إِمْرَأَةٌ فَاضِلَةٌ

The *feminine of adjectives* is generally formed by adding ـَـة to the masculine, as in the case of nouns. (1)

Numbers of Adjectives

Dual

A poor child	وَلَدٌ فَقِيرٌ	dual وَلَدَانِ فَقِيرَانِ	ou وَلَدَيْنِ فَقِيرَيْنِ
A beautiful girl	بِنْتٌ جَمِيلَةٌ	» بِنْتَانِ جَمِيلَتَانِ	» بِنْتَيْنِ جَمِيلَتَيْنِ

Masculine regular plural

A skilful joiner	نَجَّارٌ مَاهِرٌ	pl.	نَجَّارُونَ مَاهِرُونَ نَجَّارِينَ مَاهِرِينَ

Feminine regular plural

An English lady	سَيِّدَةٌ إِنْجِلِيزِيَّةٌ	plur.	سَيِّدَاتٌ إِنْجِلِيزِيَّاتٌ

The *dual*, the *masculine regular plural* and the *feminine regular plural* of adjectives are formed in the same way as those of nouns.

The regular plural of adjectives is only used when it qualifies a noun denoting a reasonable being.

An old book	كِتَابٌ قَدِيمٌ	plur.	كُتُبٌ قَدِيمَةٌ
A wounded goose	وَزَّةٌ مَجْرُوحَةٌ	»	وَزَّاتٌ مَجْرُوحَةٌ

Adjectives which qualify plural nouns (either masculine or feminine) denoting objects or beings devoid of reason, are placed in the feminine singular.

1. ى and اء alike indicate the feminine.

47th Lesson — THE ADJECTIVE

Irregular Plural

1. Plural of adjectives consisting of 3 letters (1)

a) - Adjectives of the form فَاعِل in the singular, used as active participles, form their plural regularly, but when used as nouns or merely as qualifying adjectives, their plural is generally of the form فُعَلَاء or فُعَّال :

Learned	عَالِم	pl.	عُلَمَاء	Clerk	كَاتِب	pl.	كُتَّاب
Ignorant	جَاهِل	«	جُهَلَاء	Servant	خَادِم	«	خُدَّام
Poet	شَاعِر	«	شُعَرَاء	Merchant	تَاجِر	«	تُجَّار

b) - Adjectives of the form فَعِيل usually take the plural form فِعَال which is common to both genders and is only used of persons :

Great, tall	كَبِير	pl.	كِبَار	Short	قَصِير	pl.	قِصَار
Little	صَغِير	«	صِغَار	New	جَدِيد	«	جِدَاد
Long, tall	طَوِيل	«	طِوَال	Light	خَفِيف	«	خِفَاف

But a few adjectives of this class take the plural form فُعَلَاء :

Poor	فَقِير	plur.	فُقَرَاء
Happy	سَعِيد	«	سُعَدَاء

---

1. There exist very few adjectives composed of 3 letters in the singular.

c) - Adjectives of the form أَفْعَل , which denote colour, deformities or physical defects, take in the plural the form فُعْل , which is common to both genders.

If the third letter of the singular is و or ي , it loses its accent in the plural and is written ـُو or ـِي :

Green	أَخْضَر	pl.	خُضْر	Red	أَحْمَر	pl.	حُمْر
Blue	أَزْرَق	«	زُرْق	White	أَبْيَض	«	بِيض
Yellow	أَصْفَر	«	صُفْر	Black	أَسْوَد	«	سُود
Lame	أَعْرَج	pl.	عُرْج	Deaf	أَطْرَش	pl.	طُرْش
Hump-backed	أَحْدَب	«	حُدْب	Squint-eyed	أَحْوَل	«	حُول
Dumb	أَخْرَس	«	خُرْس	One-eyed	أَعْوَر	«	عُور
Stammering	أَلْكَن	«	لُكْن	Blind	أَعْمَى	«	عُمْي (1)

2 — Plural of adjectives consisting of 5 letters

These adjectives form their plural by the insertion of an ا after the 2nd letter. If the penultimate letter is و , it is changed to ي ـِ :

Poor, wretched	مِسْكِين	plur.	مَسَاكِين
Mad	مَجْنُون	«	مَجَانِين

---

1. The feminine singular of these adjectives is of the form فَعْلاَء e.g. lame (f.s) عَرْجَاء , white (f.s) بَيْضَاء .

48th Lesson — THE ADJECTIVE

AGREEMENT OF THE QUALIFYING ADJECTIVE

A just king	مَلِك عَادِل
A virtuous princess	أَمِيرَة فَاضِلَة
Faithful servants	خُدَّام أُمَنَاء

The adjective, as a rule, agrees with the noun it qualifies in gender and number. It is always placed after it.

A rich son and daughter	إِبْن وَٱبْنَة غَنِيَّان
The man, his wife and his children are poor	أَلرَّجُل وٱمْرَأَتُه وأَوْلَادُه فُقَرَاء

If the adjective qualifies two singular nouns, it is placed in the dual.

If it qualifies more than two singular nouns, it is put in the plural.

If the nouns are of different genders, the adjective is put in the masculine.

The skilful doctor	أَلطَّبِيب ٱلْمَاهِر
The intelligent pupils	أَلتَّلَامِيذ ٱلْأَذْكِيَاء

The adjective takes the definite article if the noun which it qualifies is definite.

My new house	بَيْتِي ٱلْجَدِيد
The latest circular of the Ministry	مَنْشُور ٱلنِّظَارَة ٱلْأَخِير
The National Printing Office of Boulac	مَطْبَعَة بُولَاق ٱلْأَهْلِيَّة

If the qualified noun has a conjunctive pronoun or has a noun depending on it, the adjective is placed last.

— Exercise 45 —

عِنْدِي قُمْصَان بَيْضَاء وَشَمْسِيَّة زَرْقَاء وَشَرَابَات صَفْرَاء — إِخْوَتِي قِصَار وَأَخَوَاتِي طِوَال — أَخُدَّامُكُمْ بِيض أَمْ سُود ؟ — عُلَمَاء فُقَرَاء وَتُجَّار جُهَلَاء أَغْنِيَاء — هَلْ عِنْدَكُمْ كُتُب جَدِيدَة وَأَقْلَام نَظِيفَة [1] ؟ - هَلْ جِيرَانُكُمْ عُمْي وَأَوْلَادُهُمْ عُور ؟ — أَبْنَاء كِبَار وَبَنَات صِغَار — أَيْنَ ٱلْمَنْشُورَات ٱلْأَخِيرَة ؟ — نَجَّارُونَ طُرُش وَحَدَّادُونَ خُرْس — مَتَى يَنْشُرُونَ ٱلْكِتَاب ٱلْأَزْرَق فِي ٱلْجَرَائِد ؟ — إِنْجِلِيزِيَّات غَنِيَّات وَفَرَنْسَاوِيَّات فَقِيرَات — هَلْ نِصْف ٱللَّيْل ٱلْآن ؟ — أَتَسْكُنُونَ فِي بُيُوتِي ٱلْجَدِيدَة أَمِ ٱلْقَدِيمَة ؟

— Exercise 46 —

Are his children intelligent? — Lame porters and hump-backed merchants. — Have you red or yellow flowers? — Rich people and poor persons. — Where are my friend's old copy-books? — I have green curtains, blue carpets (2) and red cupboards. — Are they blind or one-eyed? — Why are the windows of my room large and the doors small? — Learned men and poets (f). — Is it a quarter past nine or half past nine? — Our servants are ignorant but faithful. — Deaf gentlemen and dumb ladies. — Are your handkerchiefs large or small, white or blue? — I shall go out at twenty minutes to three and I shall return at a quarter past seven. — A hump-backed young woman and a lame young man. — You are happy people.

---

1. نَظِيف clean — 2. بُسُط

49th Lesson — THE ADJECTIVE

DEMONSTRATIVE ADJECTIVES

This doctor	هٰذَا ٱلطَّبِيب	**That book**	ذَاكَ ٱلْكِتَاب

Singular

This doctor	هٰذَا ٱلطَّبِيب	That doctor	ذَاكَ ـ ذٰلِكَ ٱلطَّبِيب
This lady	هٰذِهِ ٱلسَّيِّدَة	That lady	تِلْكَ ٱلسَّيِّدَة

Dual

These two engineers	هٰذَانِ ٱلْمُهَنْدِسَانِ — هٰذَيْنِ ٱلْمُهَنْدِسَيْنِ (1)
These two copies	هَاتَانِ ٱلنُّسْخَتَانِ — هَاتَيْنِ ٱلنُّسْخَتَيْنِ

Plural

These boys	هٰؤُلَاءِ ٱلصِّبْيَان	Those boys	أُولٰئِكَ ٱلصِّبْيَان
These girls	هٰؤُلَاءِ ٱلْبَنَات	Those girls	أُولٰئِكَ ٱلْبَنَات
These books	هٰذِهِ ٱلْكُتُب	Those books	تِلْكَ ٱلْكُتُب

The demonstrative adjectives are always followed by the article ٱل. (2)

---

1. The dual of demonstrative adjectives denoting remote beings is rarely used.

2. In colloquial Arabic دَا is used instead of هٰذَا , دِي instead of هٰذِهِ and دول *(dôl)* instead of هٰؤُلَاءِ . These expressions are placed after the noun, e.g. ٱلرِّوَايَة دِي (this novel).

— Exercise 47 —

لِمَاذَا تَضْرِبُونَ هٰؤُلَاءِ ٱلْبَنَاتِ ٱلصِّغَارَ؟ — أَتَعْرِفُ هٰذَا ٱلشَّابَّ ٱلْأَخْرَسَ وَهٰذِهِ ٱلشَّابَّةَ ٱلطَّرْشَاءَ؟ — كَيْفَ كَسَرْتِ هٰذِهِ ٱلسَّاعَةَ ٱلصَّغِيرَةَ؟ — مَتَى حَكَمَ ٱلْقَاضِي عَلَى هٰؤُلَاءِ ٱلتُّجَّارِ ٱلْفُقَرَاءِ؟ — أَيَسْكُنُ هٰذَانِ ٱلْمُهَنْدِسَانِ مَعَ هٰؤُلَاءِ ٱلْأَطِبَّاءِ؟ — أَعَمُّكَ وَخَالَتُكَ غَنِيَّانِ أَمْ فَقِيرَانِ؟ — أُخْتُكَ كَبِيرَةٌ وَلٰكِنْ شَقِيقَتُهَا صَغِيرَةٌ — أُنْظُرُوا إِلَى هٰؤُلَاءِ ٱلْأُمَرَاءِ ٱلْفُضَلَاءِ وَأُولٰئِكَ ٱلْأَمِيرَاتِ ٱلْفَاضِلَاتِ — أَتَعْرِفُونَ هٰؤُلَاءِ ٱلْأَوْلَادَ ٱلْمَسَاكِينَ وَآبَاءَهُمْ؟ — مَتَى ظَهَرَتْ فِي ٱلْجَرَائِدِ هٰذِهِ ٱلْأَخْبَارُ؟ — أَقْرُبُ مِنْ هٰؤُلَاءِ ٱلْعُلَمَاءِ وَأَبْعُدُ عَنْ هٰؤُلَاءِ ٱلْجُهَلَاءِ — لِمَاذَا لَا تَمْدَحُونَ هٰؤُلَاءِ ٱلْكُتَّابَ ٱلْمَاهِرِينَ؟

— Exercise 48 —

Why are these blacksmiths going out now? — I have this big boy and that little girl. — Is it five minutes to three or five minutes past three? — Are these houses inhabited? — Great princes. — Let us plough our gardens with that plough. — Look at (s) these great mosques and these fine (1) churches. — These skilful joiners have made these chairs and these cupboards. — Is this room big or small? — Are these two copies new or old? — Will you leave these madmen? — I know all these poor children and their family. — This prince and that princess are rich and virtuous. — When did these gentlemen and those ladies return?

1. ٱلْجَمِيلَةِ

50th Lesson — INDEFINITE & INTERROGATIVE ADJECTIVES

INDEFINITE ADJECTIVES

كُلّ

جَمِيع

Each person	كُلّ شَخْص	All (the) men	جَمِيع ٱلنَّاس
All (the) rooms	كُلّ ٱلْغُرَف	All (the) women	جَمِيع ٱلنِّسَاء

كُلّ followed by a singular noun, renders the indefinite adjectives *each, every*. Followed by a plural noun, it signifies *all*. (1)

بَعْض : *A part, some, certain*

A part of the conversation	بَعْض ٱلْحَدِيث
Some speeches	بَعْض خُطَب

INTERROGATIVE ADJECTIVE

أَيّ

Which book ?	أَيّ كِتَاب ؟	What merchants ?	أَيّ تُجَّار ؟
Which woman ?	أَيَّة ٱمْرَأَة ؟	Which actresses ?	أَيّ مُمَثِّلَات ؟

أَيّ followed by an indefinite noun, translates the interrogative adjectives *which ? what ?* In the feminine singular, the form is usually أَيَّة .

---

1. كُلّ and جَمِيع can also be placed after the noun, in which case the corresponding conjunctive personal pronoun is added; e.g. ٱلتَّلَامِيذ كُلّهُمْ (all the pupils).

— Exercise 49 —

أَتَعْرِفُ جَمِيع هؤُلاَءِ ٱلتُّجَّار ؟ — أَيّ خَبَر تَنْشُرُونَ غَداً فِي ٱلْجَرَائِد ؟ — هَلْ نَسَخْتَ كُلّ هٰذِهِ ٱلدُّرُوس ؟ — أَيّ أُنَاس تَعْذِرُونَ ؟ — لِمَاذَا يَقْلَعُونَ بَعْض أَشْجَار مِنْ بُسْتَانِكُمْ ؟ — أَفَهِمْتُمْ ٱلْخُطَب كُلّهَا ؟ — أَيّ أَشْخَاص تَمْدَحُونَ ؟ — فِي أَيّ مَنْزِل تَسْكُنُ هؤُلاَءِ ٱلْمُمَثِّلَات ؟ — عَنْ أَيّ مَنْشُور تَبْحَثُونَ ؟ — يَبْحَثُونَ عَنْ مَنْشُور ٱلنِّظَارَة ٱلْأَخِير — مِنْ أَيّ مَكَان تَحْضُرُونَ وَأَيْنَ تَذْهَبُونَ ؟ — أَيّ رِوَايَات يَطْبَعُونَ ؟ — سَمِعْتُ ٱلْحَدِيث كُلّهُ وَلٰكِنْ لَمْ أَفْهَمْ بَعْضهُ — بِأَيّ مِفْتَاح تَفْتَحُ جَمِيع هٰذِهِ ٱلْأَدْرَاج ؟ — عِنْدِي بَعْض مَنَادِيل قَدِيمَة وَبَعْض مَرَاوِح جَدِيدَة — أَيّ أَرْض يَزْرَعُونَ ؟

— Exercise 50 —

In what street do you live? — Are all these girls your sisters? — Are all these servants faithful? — What newspapers and what magazines have you? — Have they some old books? — All our neighbours are poor. — What ring and what watch does she wish? — Are all these children intelligent? — I know certain virtuous persons. — What houses and what palaces do they possess? — Does he know all those actresses? — All these carriages are new. — What novels are you translating? — All these rooms are clean.

51st Lesson — THE PRONOUN

Vocabulary — TRAVELLING

To walk	ذَهَبَ مَاشِياً
To ride a horse	« رَاكِباً جَوَاداً
To ride a bicycle	« « عَجَلَة
To travel by rail	سَافَرَ بِالسِّكَّةِ الْحَدِيد
To travel by boat	« بِالْمَرْكَبِ — بِالْبَاخِرَة

A traveller	مُسَافِر	A balloon	مِنْطَاد
A driver	سَائِق	An engine	قَاطِرَة — (وَابُور)
A sailor	بَحْرِيّ — بَحَّار	A bark, a skiff	قَارِب
A voyage, a journey	سَفَر	The sail	أَلْقِلْع — أَلشِّرَاع
A train	قِطَار	The helm	أَلدَّفَّة

The waggons — عَرَبَاتُ السِّكَّةِ الْحَدِيد

To pardon, to forgive	صَفَحَ (a) عَنْ	To advise	نَصَحَ (a)
To laugh	ضَحِكَ (a)	To speak the truth	صَدَقَ (o)
To repent of	نَدِمَ (a) عَلَى	To tell a lie	كَذَبَ (i)

To divide, to share — قَسَمَ (i)

Very	جِدًّا	Also, still	أَيْضاً

DEMONSTRATIVE PRONOUNS

هٰذَا أَبِي [1] — هٰذَا هُوَ أَبِي	This is my father
هٰذِهِ أُمِّي — هٰذِهِ هِيَ أُمِّي	This is my mother
هٰؤُلَاءِ إِخْوَتِي — هٰؤُلَاءِ هُمْ إِخْوَتِي	These are my brothers
أُولٰئِكَ أَخَوَاتِي - أُولٰئِكَ هُنَّ أَخَوَاتِي	These are my sisters
هٰذِهِ دَفَاتِرِي — هٰذِهِ هِيَ دَفَاتِرِي	These are my copy-books
هٰذَا غَرِيب	This (or it) is extraordinary
ذٰلِكَ حَقِيقِيٌّ	That (or it) is true

The demonstrative pronouns are the demonstrative adjectives not followed by the article ال .

— **Exercise 51** —

هٰذَا خَالِي وَهٰذِهِ خَالَتِي وَذَاكَ عَمِّي وَتِلْكَ عَمَّتِي — أَيَّ كُتُب تُتَرْجِمُونَ ؟ — هَلْ جَمِيع هٰؤُلَاءِ ٱلصِّبْيَان إِخْوَتُكَ ؟ — يَرْكَبُ ٱلسَّائِق فِي ٱلْقَاطِرَة وَٱلْمُسَافِرُونَ فِي عَرَبَات ٱلسِّكَّة ٱلْحَدِيد — هٰذِهِ ٱلْقَوَارِب صَغِيرَة جِدًّا وَتِلْكَ ٱلْبَوَاخِر كَبِيرَة جِدًّا — لِمَاذَا تَنْصَحُونَ هٰؤُلَاءِ ٱلْأَشْخَاص وَلَا تَنْصَحُونَ أُولٰئِكَ أَيْضًا ؟ — أَيَّة جَرِيدَة أَوْ مَجَلَّة يَطْبَعُونَ هُنَا ؟ — هٰذِهِ كُتُبِي ٱلْجَدِيدَة لَا كُتُب أَخِي وَتِلْكَ دَفَاتِرِي لَا دَفَاتِر ٱبْن عَمِّي

1. This form is the most frequently used.

52nd Lesson — THE PRONOUN

Vocabulary — MILITARY TERMS

An officer	ضَابِط	A lance, a spear	رُمْح
A soldier	عَسْكَرِيّ — جُنْدِيّ	A sword, a sabre	سَيْف
A foot-soldier	عَسْكَرِيّ بِيَادَة	The hilt	أَلْقَبْضَة
A horse-soldier	عَسْكَرِيّ سَوَارِي	The war	أَلْحَرْب
An artilleryman	(طُوبْجِيّ)	The army	أَلْجَيْش
A weapon	سِلَاح	The infantry	(أَلْبِيَادَة)
A gun	مِدْفَع	The cavalry	(أَلسَّوَارِي)
A rifle	بُنْدُقِيَّة	The artillery	(أَلطُّوبْجِيَّة)
A revolver	مُسَدَّس — (فَرْد)	A battalion	(أُورطَة)
A bayonet	حَرْبَة — (سِنْكَة)	A fortress	حِصْن
A dagger	خَنْجَر	The citadel	أَلْقَلْعَة

To create	(o) خَلَقَ	To play	(a) لَعِبَ
To be silent	(o) سَكَتَ	To danse	(o) رَقَصَ
To grant	(a) مَنَحَ	To seal	(i) خَتَمَ

To put in prison (o) سَجَنَ

In spite of	رَغْمًا عَنْ	At once, immediately	فِي أَلْحَال — حَالاً

RELATIVE PRONOUNS

Sing.	masc.	أَلَّذِي	Plur. (1)	masc.	أَلَّذِينَ
	fem.	أَلَّتِي		fem.	أَللَّوَاتِي

Dual	masculine	أَللَّذَانِ — أَللَّذَيْنِ
	feminine	أَللَّتَانِ — أَللَّتَيْنِ (2)

a) — Relative Pronouns (Subject)

Who, which

It is I who have opened the door	أَنَا أَلَّذِي فَتَحْتُ أَلْبَاب
It is God who created man	أَللهُ هُوَ أَلَّذِي خَلَقَ أَلْإِنْسَان (3)

It is I who, it is you who..., &c. are translated into Arabic in the form *I* (am) *he* or *she who, you* (are) *he* or *she who..., &c.*

When a noun is substituted for the personal pronoun, one must begin by translating the noun.

This is a poet (who) has a great reputation	هٰذَا شَاعِرٍ لَهُ شُهْرَةٌ عَظِيمَة

The relative pronoun is suppressed in Arabic, when it relates to a noun undetermined by the article.

1. This plural is only used when referring to persons.

2. In colloquial Arabic, إِلِّي (pronounced elli) is used for all genders and numbers.

3. When the subject of the verb *to be* is followed in Arabic by a relative pronoun or the definite article, to avoid all ambiguity, the verb *to be* must be expressed.

53rd Lesson — THE PRONOUN

b) — Complementary Relative Pronouns

أَيْنَ ٱلْجَوَائِزُ ٱلَّتِي كَسَبْتُهَا؟ — Where are the rewards which I have gained ?

The relative pronoun *which* is rendered by joining to the following verb a conjunctive pronoun of the same gender and number as the noun to which the relative pronoun refers.

أَلْمَصْلَحَةُ ٱلَّتِي كَتَبْنَا إِلَيْهَا — The Administration to which we have written

أَلْأَوْلَادُ ٱلَّذِينَ نَشْفَقُ عَلَيْهِمْ — The children on whom we have pity

When in English the relative pronoun is the indirect object, the preposition, to which is also attached the appropriate conjunctive pronoun, is placed after the verb.

أَلْقَوَانِينُ ٱلَّتِي دَرَسُوا مُعْظَمَهَا — The laws, the greater part of which they have studied

أَلْمُهَنْدِسُ ٱلَّذِي سَرَقُوا نُقُودَهُ — The engineer whose money they have stolen

When the relative pronoun *of whom, of which, whose* is the complement of a noun, the conjunctive pronoun is added to the latter.

هٰذِهِ شَجَرَةٌ زَرَعْتُهَا — Here is a tree which I have planted

هٰذَا مُؤَلَّفٌ مَوْضُوعُهُ مُفِيدٌ — This is a work the object of which is useful

If the complementary relative pronoun refers to an undetermined word, the relative pronoun is not expressed in Arabic, but the conjunctive pronoun is kept.

— Exercise 52 —

هَلْ رَفَضْتُمْ أَنْ تَقْبَلُوا جَمِيعَ ٱلْأَشْخَاصِ ٱلَّذِينَ قَدِمُوا مِنَ ٱلسَّفَرِ ؟ — إِصْفَحُوا عَنْ هٰؤُلَاءِ ٱلْجُنُودِ وَٱلضُّبَّاطِ — أُنْظُرُوا إِلَى هٰذِهِ ٱلْحُصُونِ ٱلْعَظِيمَةِ — أُصْدُقُوا دَائِمًا وَلَا تَكْذِبُوا أَبَدًا — هٰذِهِ كُتُبٌ دُرُوسُهَا مُفِيدَةٌ — أَيْنَ ٱلتَّاجِرَانِ ٱللَّذَانِ سَرَقَ ٱلْخَادِمُ مَنْزِلَهُمَا ؟ — مَاذَا عَمِلُوا بِٱلسُّيُوفِ وَٱلرِّمَاحِ وَٱلْخَنَاجِرِ ٱلَّتِي تَرَكَهَا هٰؤُلَاءِ ٱلضُّبَّاطُ لَهُمْ ؟ — هٰؤُلَاءِ هُنَّ ٱلسَّيِّدَاتُ ٱللَّوَاتِي حَضَرْنَ إِلَى دُكَّانِنَا أَوَّلَ أَمْسِ — مُعْظَمُ هٰؤُلَاءِ ٱلْجُنُودِ بِيَادَةٍ وَطُوبْجِيَّةٌ — أَتَرْكَبُ ٱلْقِطَارَ أَمْ تَذْهَبُ رَاكِبًا عَرَبَةً ؟ — أَيْنَ جَمِيعُ ٱلنُّقُودِ ٱلَّتِي كَسَبْتَهَا ؟ — أَتَفْهَمُونَ ٱلْقَوَانِينَ ٱلَّتِي تَرْغَبُونَ أَنْ تَنْشُرُوهَا فِي ٱلْجَرَائِدِ ؟

— Exercise 53 —

They are our friend's children who have gone into the garden. — This is the school to which you wish to send your sons. — We have servants who never tell lies. — Divide (s) all this money between my brother and (between) me. — Will these drivers (1) also go with us? — The houses in which you live are very small. — Where are the people whose money they have stolen? — These are foot-soldiers and those are cavalry-men. — Why have they conveyed all the guns, revolvers (2), bayonets (3), spears, swords and daggers? — Where are the exercises of which we have translated the greater part? — Here are works (4) the object of which is very useful. — It is we who came this morning.

1. السَّائِقُونَ — 2. ٱلْمُسَدَّسَاتُ — 3. ٱلْحِرَابُ — 4. مُؤَلَّفَاتٌ

54th Lesson — THE PRONOUN

INTERROGATIVE PRONOUNS

Who has gone out to day?	مَنْ خَرَجَ ٱلْيَوْمَ ؟
Who are these persons?	مَنْ هٰؤُلَاءِ ٱلْأَشْخَاص

The interrogative pronoun مَنْ corresponds to the English *who?*.

What is your name?	مَا ٱسْمُكَ ؟
What is this manifestation?	مَا هٰذِهِ ٱلْمُظَاهَرَة ؟

The interrogative pronoun مَا corresponds to the English *what?*.

Which? (s.f)	أَيَّتُهَا ؟	Which of the books?	أَيُّ ٱلْكُتُب ؟

The interrogative adjective أَيّ is the interrogative pronoun, when it is not followed by an undetermined noun.

INDEFINITE PRONOUNS

Some one, any body	أَحَد	No one, nobody (m)	وَلَا وَاحِد
Something, any thing	شَيْء (1)	Nothing, none	وَلَا شَيْء
Each, every one (m)	كُلّ وَاحِد	They write	يَكْتُبُونَ

---

1. أَحَد and شَيْء, used in a negative sentence, respectively signify *nobody, nothing*.

— Exercise 54 —

مَنْ خَلَقَ ٱلْإِنْسَان؟ — أَللّٰهُ هُوَ ٱلَّذِي خَلَقَهُ — مَا هٰذَا ٱلْقَامُوس وَمَا هٰذِهِ ٱلنُّسَخ؟ — أَيُّهُمْ فُقَرَاء وَأَيُّهُنَّ غَنِيَّات؟ — مَنْ هٰؤُلَاءِ ٱلضُّبَّاط ٱلَّذِينَ يَحْمِلُونَ أَسْلِحَتَهُمْ؟ — هَلْ رَقَصَ أَحَد هُنَا أَمْس؟ — لَمْ يَرْقُصْ أَحَد هُنَا لَا أَمْس وَلَا ٱلْيَوْم — أُخْرُجْ حَالًا مِنْ هٰذَا ٱلْمَكَان — لَا أَخْرُجُ مِنْهُ رَغْمًا عَنْكَ — هَلْ مَعَكَ نُقُود ٱلْآن؟ — مَا مَعِي شَيْء — مَنْ يَخْتِمُ هٰذِهِ ٱلْأَوْرَاق؟ — لَمْ يَخْرُجْ أَحَد مِنَ ٱلْكَنِيسَة إِلَى ٱلْآن — أُسْكُتْ وَإِلَّا أَطْرُدُكَ مِنَ ٱلْبَيْت — لَا أَسْكُتُ وَلَا تَقْدِرُ أَنْ تَطْرُدَنِي مِنْ هُنَا — مَا أَسْمَاء بَنَاتِكُمُ ٱلصِّغَار؟ — مَاذَا يَعْمَلُ أُولٰئِكَ ٱلْجُنُود فِي تِلْكَ ٱلْحُصُون؟

— Exercise 55 —

What keys are these? — They are the keys of the garden gate. — Has any one of these pupils gone out this morning? — No, no-one has gone out. — Have you any money in the cupboard? — Have you (s) anything in your pocket? — No, I have nothing. — Why did you do (f) that, in spite of me? — Who are these learned men and these poets? — They will dance till midnight. — Leave (s) this room immediately. — No, I shall not leave it. — This person has gained no reward this year. — Who put these poor soldiers in prison? — What flowers have you gathered? — Do you know these gentlemen? — Which? — Each of us will write a page in this copy-book. — Do not rub out what (ما) I have written. — Be quiet (f) or go out from here. — Who are they who have arrived from the voyage? — Nobody went with me. — No-one can know what will happen to him.

Part III

GRAMMAR

SYNTAX

EXERCISES

55th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

The irregular simple triliteral verbs are - **reduplicated, assimilated, concave, defective** and **hamzated** verbs.

I - REDUPLICATED VERBS

To pass	(o) مَرَّ	for	مَرَرَ
To think, to believe	(o) ظَنَّ	»	ظَنَنَ

Reduplicated verbs are those whose last two radicals are alike.

He passed	مَرَّ	for	مَرَرَ (ـَـَـَ)
I passed			مَرَرْتُ (ـَـَـْـُتُ)

In reduplicated verbs, the contraction of the last two radicals takes place when the 3rd radical carries a vowel-sign ; if it carries a (ـْ) , they are separated.

He bites	(a) يَعَضُّ	for	يَعْضَضُ (ـَـَـ.....)
He flees	(i) يَفِرُّ	»	يَفْرِرُ (ـَـِـ)
He reckons, counts	(o) يَعُدُّ	»	يَعْدُدُ (ـَـُـ.....)

The vowel-sign of the first radical of the present tense is that of the first of the two similar radicals, if these radicals were separated.

Bite (m)	عَضَّ[1]	Flee (m)	فِرَّ	Reckon (m)	عُدَّ

The imperative takes no initial alef, except in 2nd person plural feminine, and the 1st radical keeps the vowel-sign which it has in the corresponding person of the present tense.

1. For the sake of euphony, the final letter takes (ـّـ) instead of (ـْـ).

Conjugation of the reduplicated verb (1)

Past Tense	Present or Future Tense	Imperative
مَرَرْتُ (2)	أَمُرُّ	
مَرَرْتَ	تَمُرُّ	مُرَّ
مَرَرْتِ	تَمُرِّينَ	مُرِّي
مَرَّ	يَمُرُّ	مُرُّوا
مَرَّتْ	تَمُرُّ	
مَرَرْنَا	نَمُرُّ	
مَرَرْتُمْ	تَمُرُّونَ	
مَرُّوا	يَمُرُّونَ	

To blame	ذَمَّ (o)	To sprinkle, to water	رَشَّ (o)
To revile, to insult	سَبَّ (o)	To rejoice, to make glad	سَرَّ (o)
To smell	شَمَّ (o)	To poison	سَمَّ (o)
To spread, to extend	مَدَّ (o)	To put down	حَطَّ (o)
To set in line	صَفَّ (o)	To close, to stop up	سَدَّ (o)

To demolish, to pull down هَدَّ (o)

Soon	عَنْ قَرِيب	Near, beside	بِالْقُرْب مِنْ - بِجَانِب

---

1. For the dual and the feminine plural, see the simple regular verb.
2. In colloquial Arabic : مَرّيت , etc.

56th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

II — ASSIMILATED VERBS

To find (i) (— — و) وَجَدَ

To dry, to become dry (a) (— — ي) يَبِسَ

Assimilated verbs are those whose first radical is و or ي.

He awoke يَقِظَ He awakes يَيْقَظُ Awake (s.m) إِيقَظْ

Verbs whose first radical is ي are conjugated like simple regular verbs.

He stopped وَقَفَ He stops يَقِفُ Stop (s.m) قِفْ

Verbs whose first radical is و are conjugated regularly in the past tense. In the present tense and in the imperative mood, they generally drop the و, especially if the 2nd radical carries (ـِـ) in the present tense.

To describe	(i) وَصَفَ	To weigh	(i) وَزَنَ
To arrive ; to unite	(i) وَصَلَ	To inherit	(i) وَرِثَ
To place	(a) وَضَعَ	To fall	(a) وَقَعَ
To be born	(i) وَلَدَ	To promise	(i) وَعَدَ
To contain	(a) وَسِعَ	To be or to become an orphan	(a) يَتِمَ

To be necessary, must, ought عَلَى (i) وَجَبَ

Instead of	بَدَلاً مِنْ — عِوَضاً عَنْ	Unexpectedly	عَلَى غَفْلَةٍ

— Exercise 56 —

مَاذَا وَرِثْتُمْ مِنْ خَالِكُمْ ؟ — أُنْظُرْ كَيْفَ ٱلضُّبَّاط يصفُّونَ ٱلْجُنُود وَيَعُدُّونَهُمْ — أَهٰذِهِ ٱلْأُوضَة تَسَعُ سَرِيرَيْن ؟ — هَلْ مَرَرْتُمْ أَمْس بِٱلْقُرْب مِنْ دَكَاكِينِنَا ؟ — مَتَى تَهْدُونَ تِلْكَ ٱلْبُيُوت ٱلْقَدِيمَة ؟ — أَظُنُّ أَنَّهُمْ[1] سَيَهْدُونَهَا عَنْ قَرِيب — أَلْكَلْب عَضَّ ٱبْن عَمِّي بِٱلْقُرْب مِنْ هٰذَا ٱلْمَكَان — وَزَنْتُ ٱلْخُبْز بَدَلاً مِنْ أَنْ أَزِنَ ٱللَّحْم — مَاذَا وَجَدْتُمْ فِي ٱلدُّرْج ؟ — ضَعْ هٰذِهِ ٱلْكُتُب فِي مَحَلِّهَا — يَجِبُ أَنْ تَرُشُّوا ٱلْبُسْتَان كُلَّ يَوْم — مَنْ يَذُمُّ هٰؤُلَاءِ ٱلشُّبَّان ٱلْأَذْكِيَاء ؟ — مَدَدْتُ يَدِي لِأَقْطُفَ وَرْدَة — مَاذَا وَقَعَ مِنْكُمْ ؟ — قِفِي هُنَا حَتَّى أَرْجِعَ ؟ — وَصَلُوا أَمْس عَلَى غَفْلَة — وَعَدَنِي أَنْ يَخْرُجَ مَعِي

— Exercise 57 —

Why have they pulled down this great palace? — Who has poisoned these little dogs? — It is I who counted your money. — Has not this bread become dry? — We shall return soon. — Allow (pl) me to do that to-morrow instead of doing it to-day. — Who will inherit all this wealth? — Put (s) these dictionaries in the cupboard, beside your books. — The dogs which I beat have bitten me. — I always pass near this place. — I think that she arrived yesterday unexpectedly. — I gathered a flower in order to smell it. — We ought always to speak the truth. — These people weighed the corn and the barley instead of weighing the maize and the beans. — When did they insult or blame this young man? — Has this news made you glad?

1. أَنَّ (that) is used for أَنْ before any other word than a verb.

57th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

III — CONCAVE VERBS

To say	قَالَ	for	قَوَلَ
To sell	بَاعَ	»	بَيَعَ

Concave verbs are those whose 2nd radical is ا in place of و or ي .

He said	قَالَ	for	قَوَلَ
He says	يَقُولُ	»	يَقْوُلُ (— ـُـ — ..)
Say (s.m)	قُلْ	»	قُوْلْ

Concave verbs, whose 2nd radical in the present tense carries (ـُـ) , are conjugated, in all their tenses, like قَالَ.

He feared	خَافَ	for	خَوَفَ
He fears	يَخَافُ	»	يَخْوَفُ (— ـَـ — ...)
Fear (s.m)	خَفْ	»	خَافْ

Concave verbs, whose 2nd radical in the present tense carries (ـَـ), are conjugated like خَافَ.

He sold	بَاعَ	for	بَيَعَ
He sells	يَبِيعُ	»	يَبْيِعُ (— ـِـ — ...)
Sell (s.m)	بِعْ	»	بِيعْ

Concave verbs, whose 2nd radical in the present tense carries (ـِـ), are conjugated like بَاعَ. (1)

1. The present tense of concave verbs, preceded by the particles لَمْ (negative), لَا (prohibitive) or لِ (imperative), loses its 2nd radical, if the 3rd radical is final.

Conjugation of concave verbs

بَاعَ	خَافَ	قَالَ

Past Tense

بِعْتُ	خِفْتُ	قُلْتُ
بِعْتَ	خِفْتَ	قُلْتَ
بِعْتِ	خِفْتِ	قُلْتِ
بَاعَ	خَافَ	قَالَ
بَاعَتْ	خَافَتْ	قَالَتْ
بِعْنَا	خِفْنَا	قُلْنَا
بِعْتُمْ	خِفْتُمْ	قُلْتُمْ
بَاعُوا	خَافُوا	قَالُوا

Present or Future Tense

أَبِيعُ	أَخَافُ	أَقُولُ
تَبِيعُ	تَخَافُ	تَقُولُ
تَبِيعِينَ	تَخَافِينَ	تَقُولِينَ
يَبِيعُ	يَخَافُ	يَقُولُ
تَبِيعُ	تَخَافُ	تَقُولُ
نَبِيعُ	نَخَافُ	نَقُولُ
تَبِيعُونَ	تَخَافُونَ	تَقُولُونَ
يَبِيعُونَ	يَخَافُونَ	يَقُولُونَ

58th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of concave verbs (continued)

Imperative

بِعْ	خَفْ	قُلْ
بِيعِي	خَافِي	قُولِي
بِيعُوا	خَافُوا	قُولُوا

To obtain	(a) نَالَ	To become	(i) صَارَ
To die	(o) مَاتَ	To be, to take place	(o) كَانَ
To get up	(o) قَامَ	To return	(o) عَادَ
To sleep	(a) نَامَ	To pass the night	(a) بَاتَ
To hunt, to fish	(i) صَادَ	To be absent	(i) غَابَ
To repent	(o) تَابَ	To visit	(o) زَارَ
To lose the way	(o) تَاهَ	To walk, to go	(i) سَارَ
To blame	(o) لَامَ	To be long, to last	(o) طَالَ

To drive (a carriage) (o) سَاقَ

Possible مُمْكِن - مِنَ ٱلْمُمْكِن | Impossible غَيْر مُمْكِن - مِنَ ٱلْمُحَال

59th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

IV — DEFECTIVE VERBS

To efface	(o) مَحَا	for	مَحَوَ
To throw	(i) رَمَى	»	رَمَيَ
To consent	(a) رَضِيَ		

Defective verbs are those whose last radical is an ا replacing و , ى replacing ي , or ي .

He called	دَعَا (— — ا)
He calls	يَدْعُو
Call (s.m)	أُدْعُ

Defective verbs whose past tense ends in ا are conjugated like مَحَا .

He wept	بَكَى (— ـَـ ى)
He weeps	يَبْـكِي
Weep (s.m)	إِبْكِ

Defective verbs in ى , the 2nd radical of whose past tense carries (ـَـ) , are conjugated like رَمَى .

He forgot	نَسِيَ (— ـِـ ي)
He forgets	يَنْسَى
Forget (s.m)	إِنْسَ

Defective verbs in ي , the 2nd radical of whose past tense carries (ـِـ) , are conjugated like رَضِيَ .

— Exercise 58 —

هَلْ مُمْكِن أَنْ يَعُودَ شَقِيقُكَ مِنَ ٱلسَّفَرِ غَداً ؟ — هٰؤُلاَءِ ٱلْحَمَّالُونَ يَنَامُونَ عَلَى ٱلْأَرْضِ — لاَ تَقُلْ هٰذَا ٱلْخَبَرَ لِأَوْلاَدِكَ — مَتَى تَنَالُ ٱلْأَمْوَالَ ٱلَّتِي وَرِثْتَهَا مِنْ جَدِّكَ ؟ — زَارَنِي صَدِيقِي مُنْذُ شَهْرٍ وَلَمْ أَزُرْهُ إِلَى ٱلْآنَ — لِمَاذَا بِعْتُمُ ٱلْخَوَاتِمَ ٱلْجَدِيدَةَ بَدَلاً مِنْ أَنْ تَبِيعُوا ٱلْقَدِيمَةَ ؟ — هَلْ مُمْكِن أَنْ يَغِيبَ أُسْتَاذُنَا غَداً ؟ — أَظُنُّ أَنَّ ذٰلِكَ مِنَ ٱلْمُحَالِ لِأَنَّهُ لَمْ يَغِبْ أَبَداً — هَلْ تَابَ قَبْلَ أَنْ يَمُوتَ ؟ — كَيْفَ تُهْتَ أَمْسِ وَمِنْ أَيِّ طَرِيقٍ عُدْتَ ؟ — غَيْرُ مُمْكِنٍ أَنْ يَزُورَنِي قَبْلَ أَنْ أَزُورَهُ — هَلْ يَخَافُونَ أَنْ يَقُولُوا مَاذَا يَعْمَلُونَ ؟

— Exercise 59 —

Did you sell your cotton at the market? — How did these princes become poor? — It is possible that our journey will last four weeks. — When did your father die? — He died five months ago. — It is impossible for me (1) to sleep before midnight. — What did you obtain on Sunday? — Get up (s) and go out with me. — I absented myself yesterday from school. — I walked in these streets during half an hour, then I lost the way. — It is not possible (2) for me to absent myself to-morrow. — He goes out in the morning before I get out of bed and returns in the evening before me. — Why do you allow (s) the servant to sleep under your window? — It is impossible for him to drive the carriage at this hour. — Why are you afraid (s) to say what you have done. — Where did you pass the night?

1. Translate 'It is impossible that I...'

2. غَيْرُ مُمْكِنٍ

Conjugation of defective verbs

رَضِيَ	رَمَى	مَحَا

Past Tense

رَضِيتُ	رَمَيْتُ	مَحَوْتُ
رَضِيتَ	رَمَيْتَ	مَحَوْتَ
رَضِيتِ	رَمَيْتِ	مَحَوْتِ
رَضِيَ	رَمَى	مَحَا
رَضِيَتْ	رَمَتْ	مَحَتْ
رَضِينَا	رَمَيْنَا	مَحَوْنَا
رَضِيتُمْ	رَمَيْتُمْ	مَحَوْتُمْ
رَضُوا	رَمَوْا	مَحَوْا

Present or Future Tense

أَرْضَى	أَرْمِي	أَمْحُو
تَرْضَى	تَرْمِي	تَمْحُو
تَرْضَيْنَ	تَرْمِينَ	تَمْحِينَ
يَرْضَى	يَرْمِي	يَمْحُو
تَرْضَى	تَرْمِي	تَمْحُو
نَرْضَى	نَرْمِي	نَمْحُو
تَرْضَوْنَ	تَرْمُونَ	تَمْحُونَ
يَرْضَوْنَ	يَرْمُونَ	يَمْحُونَ

60th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of defective verbs (continued) (1)

Imperative

إِرْضَ	إِدْمِ	أُمْحُ
إِرْضَيْ	إِدْمِي	أُمْحِي
إِرْضَوْا	إِدْمُوا	أُمْحُوا

To run	(i) جَرَى	To build	(i) بَنَى
To walk	(i) مَشَى	To fear	(a) خَشِيَ
To increase in prince	(o) غَلاَ	To be empty, vacant	(o) خَلاَ
To remain	(a) بَقِيَ	To forbid	(o) نَهَا عَنْ
To meet	(a) لَقِيَ	To complain	(o) شَكَا
To read; to follow	(o) تَلاَ	To pardon	(o) عَفَا عَنْ
To relate	(i) حَكَى	To pass (of time)	(i) مَضَى
To be high, to ascend	(o) عَلاَ	To grow	(o) نَمَا

To water, to give to drink (i) سَقَى

Much	كَثِيراً	Little	قَلِيلاً

1. After the particles لَمْ (negative), لاَ (prohibitive) and لِ (imperative), the و , ى and ي disappear in the present tense, if they are final.

— Exercise 60 —

قُلْ لِلْخَادِمِ أَنْ لاَ يَسْقِيَ ٱلْأَشْجَارَ كَثِيراً — كَيْفَ نَسِيَ ٱلنَّجَّارُ مِنْشَارَهُ وَمَسَامِيرَهُ فِي ٱلْوَرْشَةِ ؟ — إِبْقَيْ هُنَا إِلَى أَنْ أَعُودَ — إِرْمِ هٰذِهِ ٱلْعَصَا مِنْ يَدِكَ — مَشَيْتُ قَلِيلاً وَلٰكِنْ تَعِبْتُ كَثِيراً — لِمَاذَا لاَ تَسْقِينِي بِهٰذَا ٱلْكَأْسِ ؟ — مَنِ ٱلَّذِي دَعَا هٰذَا ٱلرَّجُلَ ؟ — أَنَا ٱلَّذِي دَعَوْتُهُ — مَضَى زَمَنٌ طَوِيلٌ وَنَحْنُ نَشْكُو مِنْ هٰذَا ٱلْمَكَانِ — لِمَاذَا غَلاَ ٱلْخُبْزُ هُنَا ؟ — إِمْشُوا كَثِيراً وَٱجْرُوا قَلِيلاً — مَتَى تَخْلُو هٰذِهِ ٱلْمَحَلَّاتُ ؟ — لِمَاذَا لاَ تَجْرِي هٰذِهِ ٱلْعَرَبَاتُ كَثِيراً ؟ — تَنْمُو هٰذِهِ ٱلْأَشْجَارُ قَلِيلاً جِدًّا — أُعْفُ عَنْهُ لِأَنَّهُ مَعْذُورٌ

— Exercise 61 —

Why have they called him? — They have called him in order to tell him to stay here. — Tell us what you did yesterday at the palace. — Peter forgets much, but his sister forgets very little. — Has he consented to walk with us? — Why did she throw those flowers out of (1) the window? — I walk much and I run little. — Efface (s) these words from your exercise-book. — Nobody has built here. — An hour has passed and my children have not returned. — This room has become vacant, but I fear to sleep in it. — Forgive them, for they do not know what they are doing. — They complain much of their house. — Have cotton, corn and vegetables increased much in price? — I forbid you to enter here.

---

1. مِن

61st Lesson — SIMPLE TRILITERAL VERBS (Irregular)

V — HAMZATED VERBS

To hope	أَمِلَ (أَ — —) (o)
To ask	سَأَلَ (— أَ —) (a) عَنْ
To read	قَرَأَ (— — أَ) (a)

Hamzated verbs have one of their radicals containing a (ء).

He read قَرَأَ He reads يَقْرَأُ Read (s.m) إِقْرَأْ

Hamzated verbs are conjugated like regular verbs.

Exceptions: The verbs (o) أَكَلَ (to eat), (o) أَخَذَ (to take) and (o) أَمَرَ (to command) have an irregular conjugation in the imperative mood; thus كُلْ ، خُذْ ، مُرْ ، etc. (1)

He asked سَأَلَ He asks يَسْأَلُ Ask (s.m) إِسْأَلْ

If the (ء) is accentuated in the middle of a word, it has as a support a letter corresponding to the accent which accompanies it, i.e. ا , و or ي , according as the accent is (ـَـ) , (ـُـ) or (ـِـ).

To begin	(a) بَدَأَ	To fill	(a) مَلَأَ
To permit	(a) أَذِنَ	To loathe	(a) سَئِمَ
		To be, feel safe	(a) أَمِنَ
Without doubt	لاَ شَكَّ — لاَرَيْبَ	But	بَلْ

---

1. The verb أَمَرَ has also a regular conjugation: أُؤْمُرْ ، أُؤْمُرِي , etc.

أُؤْمُلُ (s.m) Hope — يَأْمُلُ He hopes — قَرَأْتُ I read

If the (ء) carries (ـٔـ) in the middle of a word, it has as a support a letter corresponding to the accent which precedes it. (1)

Defective-hamzated verbs

أَتَى (أ — ى) (i) To come

أَبَى (a) To refuse

Defective-hamzated verbs are conjugated like ordinary defective verbs.

Concave-hamzated verbs

جَاءَ (ا — ء) (i) To come, to arrive

شَاءَ (a) To wish

Concave-hamzated verbs are conjugated like ordinary concave verbs.

— Exercise 62 —

مَاذَا تَقْرَؤُونَ ؟ — لَاشَكَّ أَنَّهُ سَيَأْتِي غَداً — لِمَاذَا مَلَأْتَ ٱلْقَدَحَ ؟ — إِفْعَلْ مَا تَشَاءُ وَيَفْعَلُونَ مَا يَشَاؤُونَ — أُؤْمُرُهُمْ بِأَنْ يَذْهَبُوا إِلَى ٱلْمَكَانِ ٱلَّذِي وَصَفْتُهُ لَهُمْ — إِقْرَأْ دَائِماً ٱلْكُتُبَ ٱلْمُفِيدَةَ — لَا رَيْبَ أَنَّكَ أَمِير عَادِل — إِئْذَنْ لِي أَنْ أَخْرُجَ — مِنْ أَيْنَ أَتَوْا ؟ — لَا تَسْأَلُوا عَنِّي بَلِ ٱسْأَلُوا عَنْ إِخْوَتِي — هَلْ بَدَأْتُمْ أَنْ تَنْشُرُوا ٱلْقَوَانِينَ ٱلَّتِي شَرَحْتُهَا لَكُمْ ؟ — آمُلُ[2] أَنْ أَكُونَ دَائِماً بِٱلْقُرْبِ مِنْكَ — مَتَى جِئْتَ وَمَتَى يَجِيءُ ٱبْنُ عَمِّكَ ؟

---

1. These remarks on the (ء) apply also to nouns, adjectives etc.; e.g. رُؤُوس (heads), بِئْر (a well). — 2. for أَأْمُلُ

62nd Lesson — PARTICIPLES of TRILITERAL VERBS (Irregular)

The *active* and *passive* participles of simple irregular triliteral verbs are formed on the model of فَاعِل and مَفْعُول, respectively, as in the case of the regular verbs.

Kind	Infinitive	Act. Part.	Pass. Part.
Reduplic. verbs	ذَمّ	ذَامّ (1)	مَذْمُوم
Assimilated verbs	وَجَدَ	وَاجِد	مَوْجُود
Concave verbs	قَالَ	قَائِل (2)	مَقُول (3)
Defective verbs	رَمَى	رَامٍ (4)	مَرْمِيّ (5)
Hamzated verbs	أَكَلَ	آكِل (6)	مَأْكُول

— Exercise 63 —

أَهٰذَا ٱلشَّارِع مَسْدُود؟ — لَا شَكَّ أَنَّ هٰؤُلَاءِ ٱلْأَوْلَاد تَائِهُونَ — أَلْمَظْنُون أَنَّ هٰذَا ٱلْكَلْب مَسْمُوم — قُصُور مَهْدُودَة وَبُيُوت مَبْنِيَّة — مَنِ ٱلْآمِر وَمَنِ ٱلْمَأْمُور؟ — أَهٰذَا ٱلرَّجُل تَائِب عَمَّا (7) فَعَلَ؟ — مَا ٱلْمَأْكُول وَمَا ٱلْمَشْرُوب؟ — لِمَاذَا خَالَكَ وَاقِف هُنَا؟ — هَلْ أَنْتَ رَاضٍ بِذٰلِكَ؟ — أَهٰؤُلَاءِ ٱلْبَائِعُونَ آتُونَ؟ — مَنِ ٱللَّائِم وَمَنِ ٱلْمَلُوم؟ — أَيْنَ ٱلْوَارِث؟ — مَنْ هُمُ ٱلْمَارُّونَ؟

---

1. for ذَامِم — 2. for قَاوِل — 3. for مَقْوُول — 4. for رَامِي ; if the active participle is determined, it takes again the final ي E.g. حَمَى (to defend), حَام (defending), أَلْحَامِي (who defends, the defender).

5. for مَرْمُوي — 6. for أَاكِل — 7. for عَنْ مَا.

63rd Lesson — DERIVED VERBS

Simple verbs		Derived verbs	
(— — —) عَلِمَ	to know	أَعْلَمَ (أ — — —)	to make to know, to inform
(— — —) وَقَفَ	to stop	وَقَّفَ (— ّ — —)	to make to stop

A *derived verb* is one which is formed from the simple verb by the addition of one or several letters which usually modify the meaning of the primitive verb.

DERIVATIVES FROM TRILITERAL VERBS

From the simple triliteral verb فَعَلَ (to do), which is conventionally taken as a model, are formed 12 derived forms of which three are but rarely used; the remaining nine are as follows:

Forms of derived verbs

I.	أَفْعَلَ	II.	فَعَّلَ	III.	فَاعَلَ
IV.	تَفَاعَلَ	V.	تَفَعَّلَ	VI.	إِنْفَعَلَ
VII.	إِفْتَعَلَ	VIII.	إِفْعَلَّ	IX.[1]	إِسْتَفْعَلَ

1. Not all verbs give derived forms; practice and the dictionary can alone enlighten the student on this point. Moreover, there are some verbs which are only used in the derived form.

64th Lesson — DERIVATIVES FROM TRILITERAL VERBS

Conjugation of derived verbs

	Past tense	Present	Imper.	Act. part.	Pass. part.
To meet	تَقَابَلَ	يَتَقَابَلُ	تَقَابَلْ	مُتَقَابِل	مُتَقَابَل
To respect	أَكْرَمَ (1)	يُكْرِمُ	أَكْرِمْ	مُكْرِم	مُكْرَم
To present	قَدَّمَ	يُقَدِّمُ	قَدِّمْ	مُقَدِّم	مُقَدَّم
To be divided	إِنْقَسَمَ	يَنْقَسِمُ	إِنْقَسِمْ	مُنْقَسِم	مُنْقَسَم

Past tense. - In conjugating the past tense of a derived verb, the last letter only changes its vowel-sound according to the various persons.

Present tense. - If the past begins with an additional (2) ا , the verb keeps the same form in the present, except that it adds the prefix-letter.

If it does not begin with an additional ا , the accent on the penultimate letter becomes (ـِـ).

If the past tense begins with ا , this letter is suppressed in the present tense.

Imperative. - The imperative is formed from the present tense, as in the case of the simple verbs. If the first radical of the present carries (ـُـ), أُ is placed before the verbs of four letters and إِ before other verbs.

Participles. - The participles, both active and passive, are formed, as in the case of simple quadriliteral verbs. (See p. 63)

---

1. In the case of verbs of four letters, the vowel-sign of the prefix-letter of the present tense is always (ـُـ) : (See p. 57, 1).

2. I.e. which does not form part of the root.

— Exercise 64 —

لِمَاذَا لاَ يُكْرِمُونَهُمْ ؟ — أَلَمْ يَتَقَابَلْ أَمْسِ ٱلْأَمِيرَانِ ؟ — أَظُنُّ أَنَّهُمَا لَمْ يَتَقَابَلاَ إِلَى ٱلْآنَ — أَكْرِمُوا مُعَلِّمِيكُمْ وَمُعَلِّمَاتِكُمْ — مَنْ أَعْلَمَ هٰؤُلاَءِ ٱلْأَشْخَاصَ أَنَّ وَالِدَهُمْ عَادَ مِنَ ٱلسَّفَرِ ؟ — أَأَنْتَ مُقَدِّمُ صَدِيقِكَ أَمْ مُقَدَّمٌ مِنْهُ ؟ — أَيْنَ تَقَابَلْتُمُ ٱلْيَوْمَ ؟ — تَقَابَلْنَا فِي ٱلْكَنِيسَةِ — أَكْرَمَتْهُ لِيُكْرِمَنِي — يَنْقَسِمُ هٰذَا ٱلْكِتَابُ إِلَى أَرْبَعَةِ أَجْزَاءٍ — قَدِّمِي لِي مَنْ تَرْغَبِينَ — مَنِ ٱلَّذِي وَقَفَ ٱلْعَرَبَةَ أَمَامَ بَابِ ٱلْبَيْتِ ؟ — يَجِبُ عَلَيْنَا أَنْ نُعْلِمَهُمْ بِمَا حَصَلَ — لاَ شَكَّ أَنَّهُمْ يَتَقَابَلُونَ فِي ٱلسَّرَايَ — لِمَاذَا وَقَّفْتِ ٱلْعَرَبَةَ وَلَمْ تَنْزِلِي ؟

— Exercise 65 —

The pupils ought to respect their teachers. — These doctors met yesterday at the pharmacy. — Why have you (s) stopped these two carriages ? — Inform (s) this lady that her children have returned. — I learned that they introduced you (1) to my father. — When and how have our families met ? — The newspapers this morning publish that our friend has presented his work to the king. — Make this man stop. I do not respect this gentleman because he does not respect me. — Who is the lady whom they introduced to you ? — Tell (s) the servant to bring (2) a carriage or two (carriages) for us. — Where is the young man introduced by our friend John ? — You will present me that to-morrow or the day after to-morrow.

---

1. قَدِّمُوكُمْ — 2. أَحْضَرَ.

65th Lesson — DERIVATIVES FROM TRILITERAL VERBS

1st Form

Simple verbs		derived verbs	
دَخَلَ	to enter	أَدْخَلَ	to make to enter, to introduce
خَرَجَ	to go out	أَخْرَجَ	to make to go out, to send away
مَاتَ	to die	أَمَاتَ	to make to die
وَقَفَ	to stop	أَوْقَفَ	to make to stop
رَضِيَ	to be satisfied	أَرْضَى (1)	to make satisfied, to satisfy

This form, which is made by placing أَ before the 1st radical, is transitive and usually gives an active meaning to the simple verb. It is generally translated by *to make to..., to cause to...* .

2nd Form

دَخَلَ	to enter	دَخَّلَ	to make to enter, to introduce
كَتَبَ	to write	كَتَّبَ	to make to write
مَشَى	to walk	مَشَّى	to make to walk
وَسِعَ	to be wide, to contain	وَسَّعَ	to make to contain, to widen

This form, which is made by doubling the 2nd radical by means of (ـّـ) , is also transitive and usually gives to the simple verb the same meaning as that given by the 1st form (above).

---

1. Defective verbs in the 1st, 2nd, 3rd, 6th, 7th and 9th forms are conjugated, in respect to their final radical, like رَمَى .

— Exercise 66 —

أَدْخِلُوا أَوْلاَدَكُمْ فِي ٱلْمَدْرَسَةِ — هَلْ وَسَّعُوا أُوَضَ ٱلْمَنْزِلِ ٱلْجَدِيدِ؟ — مَاذَا يُرْضِيكُمْ ؟ — قَرِّبْهُمْ مِنْهُ أَوَّلاً ثُمَّ أَبْعِدْهُمْ عَنْهُ — مَشَّيْتُهَا ٱلْيَوْمَ سَاعَةً وَسَأُمَشِّيهَا غَدًا سَاعَتَيْنِ — هَلْ ضَحَّكَكُمْ هٰذَا ٱلشَّابُّ كَثِيرًا ؟ — وَقَّفْتُهَا لِأَسْأَلَهَا عَنْ حَالِهَا — هَلْ أَبْقَيْتِ ٱلْخَادِمَ فِي ٱلْبَيْتِ ؟ — خَوَّفْنَاهُ [1] لِيَبْعُدَ عَنَّا [2] — لِمَاذَا أَيْقَظَنِي ٱلْآنَ ؟ — هَلْ غَطَّسْتَ ٱلْكَلْبَ فِي ٱلْمَاءِ أَمْ غَرَّقْتَهُ ؟ — مَنْ مَلَّكَهُ هٰذِهِ ٱلْبُيُوتَ ٱلْعَظِيمَةَ ؟ — مَنْ فَهَّمَكَ هٰذِهِ ٱلدُّرُوسَ؟ — أَحْضَرْتُهُ لِأَشْكُرَهُ

— Exercise 67 —

Who made this little child weep? — Take this lady into the drawing-room, until they look for a carriage for her. — I am making him write two pages of the dictionary. — Make (s) this young man go away from here. — We will make them sell their houses and gardens. — See (pl) how they make these poor soldiers lie on the ground. — This news has made me forget what you told me yesterday. — Make (s.f) the servant come in and tell him to inform me of what he did at the market. — He made me accept this watch, in spite of me. — This teacher made me learn my lesson in half an hour. — What did he make you gain? — It is my uncle who caused me to inherit all this wealth. — Do not cause me to be deceived.

---

1. In the 2nd form, the concave derived verbs take up again the و or ي of the primitive form.

2. for عَنْ نَا

66th Lesson — DERIVATIVES FROM TRILITERAL VERBS

3rd Form

Simple verbs		Derived verbs	
حَسَبَ	to count	حَاسَبَ	to make a reckoning with somebody
حَكَى	to relate	حَاكَى	to converse with somebody

This form which is obtained by placing ا after the 1st radical is usually transitive and denotes the action expressed by the simple verb together with an idea of reciprocity.

قَتَلَ	to kill	قَاتَلَ	to seek to kill, to fight
سَبَقَ	to precede, to surpass	سَابَقَ	to seek to surpass

This form likewise denotes effort, emulation.

4th Form

قَتَلَ	to kill	تَقَاتَلَ	to fight with one another
(o) بَدَلَ	to replace, to exchange	تَبَادَلَ	to interchange

This form, which is obtained by placing تَ before the 1st radical and ا after, is intransitive and usually indicates a reciprocity of action.

(o) عَظُمَ	to be great, glorious	تَعَاظَمَ	to make oneself great
(o) مَجَدَ	to be great, noble	تَمَاجَدَ	to boast, to exalt oneself

This form signifies sometimes *to make oneself..., to pass oneself off as..., to appear..., to become...*, etc.

5th Form

Simple verbs		Derived verbs	
عَلِمَ	to know	تَعَلَّمَ	to learn
قَطَعَ	to cut	تَقَطَّعَ	to be cut

This form, which is obtained by placing تَ before the 1st radical and (ـّـ) over the 2nd, has usually a reflexive or a passive meaning.

6th Form

(a) خَدَعَ	to deceive	إِنْخَدَعَ	to be deceived
(i) حَبَسَ	to imprison	إِنْحَبَسَ	to be imprisoned
قَضَى	to accomplish, to finish	إِنْقَضَى	to be accomplished, to be finished

This form, which is obtained by placing إِنْ before the 1st radical, has usually a passive meaning.

7th Form

جَمَعَ	to gather	إِجْتَمَعَ	to assemble
كَسَبَ	to gain, to earn	إِكْتَسَبَ	to gain, to earn
شَرَى	to buy	إِشْتَرَى	to buy

This form, which is obtained by placing إِ before the 1st radical and ـْـ after, has usually a reflexive meaning and sometimes an active meaning.

67th Lesson — DERIVATIVES FROM TRILITERAL VERBS

8th Form

Derived verbs

(1) إِحْمَرَّ to be or to become red إِبْيَضَّ to be or to become white

إِعْوَجَّ to be or to become bent

This form, which is obtained by placing إِ before the 1st radical and (ـَّـ) over the last, indicates colours and deformities.

9th Form

Simple verbs		Derived verbs	
فَهِمَ	to understand	إِسْتَفْهَمَ عَنْ	to try to understand, to seek to know
(i) غَفَرَ	to pardon	إِسْتَغْفَرَ . . . عَنْ	to ask pardon of... for
(o) كَبُرَ	to be or to become great	إِسْتَكْبَرَ	to consider as great, important
(a) صَغِرَ	to be or to become small	إِسْتَصْغَرَ	to consider as small, to depreciate

(2) إِسْتَجَابَ to grant, to accede to

This form, which is obtained by placing the syllable إِسْتَ before the 1st radical, often indicates the desire or demand for the action or state expressed by the simple verb.

It is usually translated by *to try to..., to ask for..., to consider as....*

---

1. The simple verbs denoting colours or deformities are scarcely ever employed.

2. Concave verbs are conjugated like بَاعَ.

— Exercise 68 —

مَاذَا تَتَقَاسَمُونَ ؟ — تَحَاكَوْا كَثِيراً فَتَضَارَبُوا[1] — وَقَعَ ٱلْكَأْس مِنْ يَدِي فَٱنْكَسَرَ — يَجِبُ عَلَيْكُمْ أَنْ تَتَفَاهَمُوا قَبْلَ أَنْ تَتَبَاغَضُوا — سَأَلْتُهُ عَمَّا فَعَلَ فَٱحْمَرَّ وَجْهُهُ — إِسْتَدْعَيْتُكُمْ لِأَنْصَحَكُمْ أَلَّا[2] تَسْتَكْبِرُوا ٱلْأَمْرَ[3] — إِسْتَغْفِرِي ٱللهَ عَنْ ذَنْبِكِ[4] — سَقَطَ مِنَ ٱلشُّبَّاكِ فَمَاتَ — أُنْظُرْ كَيْفَ ٱصْفَرَّ ٱلْمَاءُ فِي ٱلْقَدَحِ فَٱبْيَضَّ فَٱسْوَدَّ — إِقْتَرِبُوا مِنْهُمْ قَلِيلاً ثُمَّ ٱبْتَعِدُوا — إِسْتَخْرَجْنَا ذٰلِكَ مِنَ ٱلْكُتُبِ — مَاذَا يَمْتَلِكُ هٰذَا ٱلشَّابُّ ؟ — مَتَى ٱسْتَدْعُوا ٱلطَّبِيبَ ؟

— Exercise 69 —

Have you reckoned with the grocer and the baker? — The bottle has fallen on the ground and is broken. — Why are they always fighting? — Try (pl) to understand what has happened yesterday. — These plants have become green and soon they will become yellow. — From where have you (s) extracted that? — What do our neighbours possess in this street? — Ask pardon of God for your faults (5) and God will pardon you. — Where and when will they meet? — We have shared our mother's property. — Do not look upon (s) this fact as important. — Where are the books which we bought? — I ask God to grant my prayer (6).

---

1. The conjunction فَ usually means *and, then, consequently,* etc.; it is sometimes merely an expletive.

2. for أَنْ لَا — 3. the fact — 4. your fault — 5. ذُنُوبِكُمْ — 6. صَلَاتِي

68th Lesson — DERIVATIVES FROM QUADRILITERAL VERBS

Simple verbs		Derived verbs	
بَرْطَلَ	to bribe	تَبَرْطَلَ	to be bribed
دَحْرَجَ	to roll	تَدَحْرَجَ	to be rolled
زَعْزَعَ	to shake	تَزَعْزَعَ	to be shaken

The most common derived form of the quadriliteral verb is obtained by placing تَ before the first radical. It often gives a passive meaning to the simple verb.

This form is conjugated like derived triliteral verb beginning with تَ.

— Exercise 70 —

أَهٰذَا ٱلطَّبِيب تَبَرْطَلَ ؟ — لاَ أَظُنُّ أَنَّهُ يَتَبَرْطَلُ — أُنْظُرْ إِلَى ٱلزُّجَاجَة كَيْفَ تَتَدَحْرَجُ — لاَ شَكَّ أَنَّ ٱلرِّيح زَعْزَعَتْ هٰذَا ٱلْبَيْت — لِمَاذَا تَبَلْبَلَ هٰذَا ٱلشَّاب أَمَامَكُمْ ؟ — كَيْفَ لَمْ يَقْدِرُوا أَنْ يُبَرْطِلُوهُمْ ؟ — بَرْهِنْ لِي أَنَّهُمْ سَيَتَقَاسَمُونَ هٰذِهِ ٱلْأَمْوَال — سَأُبَرْهِنُ لَكَ ذٰلِكَ — إِنْخَدَعُوا فَتَبَرْطَلُوا — كَيْفَ تُبَرْهِنُ أَنَّهُمْ قَبِلُوا ذٰلِكَ ؟ — هَلِ ٱلرِّيح تُزَعْزِعُ ٱلْمَنَازِل ؟ — نَعَمْ تُزَعْزِعُهَا — لِمَاذَا هٰذِهِ ٱلْأَشْيَاء مُتَبَلْبِلَة ؟ — كَيْفَ تَدَحْرَجَ هٰذَا ٱلْوَلَد مِنَ ٱلسُّلَّم ؟ — هٰؤُلاَءِ ٱلْقُضَاة لاَ يَتَبَرْطَلُونَ أَبَدًا

69th Lesson — FORMATION OF COMPOUND TENSES

Imperfect tense

She was drinking كَانَتْ تَشْرَبُ

We were eating كُنَّا نَأْكُلُ

The *imperfect tense* is rendered by the present tense of the verb to be conjugated, preceded by the past tense of the verb كَانَ (to be) of the same person and number.

Pluperfect (1)

They had arrived كَانُوا وَصَلُوا

She had taken flight كَانَتْ قَدْ[2] هَرَبَتْ

The *pluperfect* is rendered by the past tense of the verb preceded by the past tense of كَانَ.

Future perfect

I shall have returned أَكُونُ عُدْتُ

We shall have written نَكُونُ قَدْ كَتَبْنَا

The *future perfect* is rendered by the past tense of the verb preceded by the present tense of كَانَ.

---

1. The English present perfect tense is rendered by the ordinary past tense in Arabic.

2. This particule, which in the literary language is usually placed between the auxiliary كَانَ and the past tense of the verb conjugated, is not translated in English.

70th Lesson — FORMATION OF COMPOUND TENSES

Conditional present tense

If she listened, she would understand { لَوْ كَانَتْ تَسْمَعُ لَكَانَتْ تَفْهَمُ / لَوْ أَصْغَتْ لَفَهِمَتْ

The *conditional present* is rendered by the imperfect or the past tense of the verb to be conjugated preceded by the particle أَ ; the conjunction *if* is translated by لَوْ followed by the imperfect or the past tense respectively.

Conditional perfect tense

If he had come, I should have accompanied him لَوْ كَانَ أَتَى لَكُنْتُ رَافَقْتُهُ

The *conditional past* is rendered by the pluperfect tense of the verb to be conjugated preceded by the particle أَ ; *if* is translated by لَوْ followed by the pluperfect.

If you do (s) that, you will succeed إِنْ تَفْعَلْ ذٰلِكَ تَنْجَحْ

If they come, we shall be glad إِذَا جَاؤُوا نَفْرَحُ

The *present tense* preceded by *if* (إِنْ , لَوْ or إِذَا) is translated in Arabic by the present, the imperfect or the past tense; however, the verb immediately preceded by إِذَا should not be in the present tense.

In conditional sentences with إِنْ, the present tense, in the subordinate clause as well as that of the principal clause, ends in (ـْ) or loses its final نَ, as is the case with the prohibitive particle لَا. (1)

---

1. The same is true for مَنْ used relatively (*he who, she who,* etc.)

— Exercise 71 —

مَاذَا كُنْتُمْ تَبِيعُونَ؟ — أَيْنَ ٱلْأَوْرَاق ٱلَّتِي كَانَتْ عَلَى ٱلْمَكْتَب؟ — لَمَّا[1] حَضَرَ ٱلْعَسَاكِر كَانُوا قَدْ هَرَبُوا — إِذَا ٱجْتَمَعُوا أَبْعِدُوهُمْ عَنْ هٰذَا ٱلْمَكَان — مَاذَا كُنْتَ تَأْكُلُ؟ — لَوْ كُنَّا عَلِمْنَا ذٰلِكَ لَمَا كُنَّا أَتَيْنَا ٱلْآن — لَمَّا تَرْجِعُ نَكُونُ لَبِسْنَا — لَوْ كَان مَعِي نُقُود لَكُنْتُ ٱشْتَرَيْتُ هٰذَا ٱلْبُسْتَان — إِذَا أَتَوْا نَخْرُجُ مَعَهُمْ — لَوْ دَرَسَ لَحَفِظَ — إِنْ أَكَلْتُمْ نَأْكُلْ مَعَكُمْ — لَوْ لَمْ يَكُنْ أَكْرَمَنِي لَمَا كُنْتُ أَكْرَمْتُهُ — لَمَّا عُدْتُ كَانَ أَخِي قَدْ سَافَرَ — إِذَا حَضَرَ ٱلْخَادِم قُلْ لَهُ أَنْ يَلْحَقَنِي — لَوْ كُنْتُ عَلِمْتُ ذٰلِكَ لَمَا كُنْتُ شَرِبْتُ

— Exercise 72 —

What was John doing in front of our house? — I think (that) he was buying newspapers or magazines. — If he had bought newspapers, he would have told me. — If the doctor had come, I should have gone out. — When we arrived, she had not learnt the news. — What is the name of the young man who was accompanying you? — If he comes, tell him to join us at the market. — When you are dressed, we will tell our friend to come. — If you go to school, we will go with you. — When they translated the book, I was not here. — If we had money, we should have bought this ring. — If you call (s) her, she will come. — If she did not come, I should not call her.

1. When.

71st Lesson — THE PASSIVE VERB

Past tense

Active form		Passive form	
He killed	قَتَلَ	He was killed	قُتِلَ
He has extracted	إِسْتَخْرَجَ	It has been extracted	أُسْتُخْرِجَ
He translated	تَرْجَمَ	It has been translated	تُرْجِمَ

The *past tense* of the *passive* verb is formed by placing (ـِـ) under the penultimate radical and (ـُـ) over the preceding letters which bear vowel-accents.

Present or future tense

He kills, he will kill	يَقْتُلُ	He will be killed	يُقْتَلُ
He extracts, will extract	يَسْتَخْرِجُ	It will be extracted	يُسْتَخْرَجُ
He translates, will translate	يُتَرْجِمُ	It will be translated	يُتَرْجَمُ

The *present or future tense* of the *passive* verb is formed by placing (ـَـ) over the penultimate radical and (ـُـ) over the prefix-letter. (1)

---

1. Sometimes, in Arabic, certain derived forms of the verb supply the passive voice ; e.g. إِنْجَرَحَ ٱلتِّلْمِيذ (the pupil has been wounded).

— Exercise 73 —

كَيْفَ قُطِعَ ٱلْغُصْنُ مِنَ ٱلشَّجَرَة ؟ — هَلْ تُرْجِمَ ٱلْكِتَاب ؟ — أَظُنُّ أَنَّهُ لَمْ يُتَرْجَمْ إِلَى ٱلْآن — هَلْ قُتِلَ ٱلشَّابُّ ٱلَّذِي كَانَ مَعَنَا أَمْس ؟ — لِمَاذَا طُرِدَتْ هٰذِهِ ٱلْخَادِمَة ؟ — أَيُسْجَنُ هٰؤُلَاءِ ٱلْعَسَاكِر ؟ — يُقْسَمُ ٱلْكِتَاب إِلَى ثَلَاثَة أَجْزَاء — لِمَاذَا هٰؤُلَاءِ ٱلْأَشْخَاص يُكْرَمُونَ حَيْثُ يَذْهَبُونَ ؟ — حُكِمَ عَلَى ٱلسَّارِق بِأَنْ يُحْبَسَ — هٰذِهِ ٱلْبُيُوت لَا تُسْكَنُ — لَا يُعْذَرُ أَحَد مِنْ هٰؤُلَاءِ ٱلشُّبَّان — مَتَى يُزْرَعُ ٱلْقُطْن وَمَتَى يُجْمَعُ ؟ — مَاذَا يُصْنَعُ فِي هٰذِهِ ٱلْوُرَش ؟ — تُشْتَرَى هٰذِهِ ٱلْأَشْيَاء مِنَ ٱلسُّوق — أَللَّحْم يُؤْكَلُ وَٱلْمَاء يُشْرَبُ

— Exercise 74 —

Where are the flowers which have been gathered? — When will these houses be pulled down? — Why have these children been beaten? — Where has this ring been found? — Will these dogs be poisoned? — Will the pupils learn the lessons which have been explained to them? — When will this poet be presented to the king? — I think that he will be presented to him today. — Will not these exercises be translated? — Has not your (s) money been counted? — Why have those people been driven away from here? — Will these glasses be filled? — The book will be translated, then printed. — Will this news be published today? — I think that it will be published neither today nor to-morrow. — When will this man be questioned on the facts (1) which you know?

---

1. ٱلْأُمُور

72nd Lesson — THE MASDAR or VERBAL NOUN

قَتَلَ	to kill	قَتْل	the act of killing (murder)
ظَهَرَ	to appear	ظُهُور	the act of appearing (appearance)

The *Masdar* is the noun which denotes in an abstract way the action expressed by the verb. The Masdar often translates the English infinitive.

Sometimes several Masdars are coined from a single verb.

I — Masdars formed from triliteral verbs (1)

تَرَكَ	to abandon	تَرْك	abandoning
بَاعَ	to sell	بَيْع	selling, a sale
وَعَدَ	to promise	وَعْد	a promise

The Masdar of transitive verbs of *three* letters is generally of the form فَعْل .

خَرَجَ	to go out	خُرُوج	going out, an exit
وَقَعَ	to fall	وُقُوع	a fall
وَصَلَ	to arrive	وُصُول	an arrival

The Masdar of intransitive verbs of *three* letters is usually of the form فُعُول . This form is used particularly in the case of verbs denoting motion.

---

1. The Masdar of these verbs varies ; usage and the dictionary can alone indicate it.

— Exercise 75 —

مَنْ أَمَرَكَ بِفَتْحِ ٱلشُّبَّابِيك وَكَنْسِ ٱلْأُوَض؟ — سُرِرْتُ كَثِيراً بِنَجَاحِ هٰذَا ٱلشَّابِّ — هٰذَا بَابُ ٱلدُّخُول وَذَاكَ بَابُ ٱلْخُرُوج — مَنْ يَمْدَحْ يُمْدَحْ — هَلْ تَتَعَلَّمُونَ ٱلْكِتَابَةَ وَٱلْقِرَاءَة؟ — مَا هٰذَا ٱلسُّؤَال؟ — مَا عُذْرُكَ عَلَى تَقْلِكَ؟ — قَدِمَتْ شَقِيقَتِي مِنَ ٱلسَّفَرِ فَذَهَبْتُ لِلِقَائِهَا — أَمَرَهُمْ بِٱلْوُقُوف مُدَّةَ سَاعَةٍ ثُمَّ سَمَحَ لَهُمْ بِٱلْجُلُوس — مَا هٰذَا ٱلصُّعُود وَمَا هٰذَا ٱلنُّزُول؟ — لِي أَمَلٌ عَظِيمٌ فِي وَعْدِكُمْ — حَبْسُ هٰؤُلَاءِ ٱلْأَشْخَاص وَاجِبٌ[1] وَقَتْلُ أُولٰئِكَ مُفِيد — أَلَمْ يُقْبَلْ طَلَبُ هٰذِهِ ٱلسَّيِّدَة؟ — أَقَوْلُهُمْ صَادِقٌ أَمْ كَاذِب؟

— Exercise 76 —

Who ordered you to leave (2) this place? — Why have they presented this request to the king? — What is the hour of arrival and the hour of departure? — In this school, they learn writing and drawing. — What have you (s) gained by the sale of your garden? — What is the date of your return (3)? — The demolition of this wall is indispensable for the preservation (4) of this house. — What is the date (5) of the appearance of this newspaper? — Who prevents you (f) from entering or going out? — The fertility of the land. — (The) going (6) and (the) returning (7). — The examination of the pupils. — The barking of the dogs. — (The) sweeping and (the) watering.

---

1. Obligatory, compulsory, indispensable.

2. The Masdars which are not indicated in the foregoing exercise and before which no note is made, are modelled on the form فَعْل.

3. رُجُوع — 4. حِفْظ — 5. تَأْرِيخ — 6. الذِّهَاب — 7. الإِيَاب.

73rd Lesson — THE MASDAR or VERBAL NOUN

II — Masdars of verbs of four letters

تَرْجَمَ	to translate	تَرْجَمَة	translation
أَرْسَلَ	to send	إِرْسَال	sending, despatch
عَلَّمَ	to instruct	تَعْلِيم	instruction
شَاجَرَ	to dispute	مُشَاجَرَة	dispute

The Masdars of verbs composed of *four* letters are regular and are generally formed on the models of the above forms.

III — Masdars of verbs of five and six letters

تَأَسَّفَ	to regret	تَأَسُّف	regret
تَدَحْرَجَ	to roll	تَدَحْرُج	rolling

The Masdar of verbs composed of *five* letters the 1st of which is an additional ت is formed by replacing the vowel-sign of the penultimate letter by (ـْـ).

إِجْتَمَعَ	to meet	إِجْتِمَاع	a meeting
إِسْتَعْلَمَ	to be informed	إِسْتِعْلَام	information
إِسْتَعْمَلَ	to use	إِسْتِعْمَال	use

The Masdar of other verbs composed of *five* letters and of those composed of *six* letters is formed by changing the vowel-accent of the 3rd letter to (ـِـ) and adding ا before the final radical.

— Exercise 77 —

مَاذَا تَعْمَلُونَ فِي ٱجْتِمَاعَاتِكُمْ ؟ — هَلْ بَدَأْتَ تَرْجَمَةَ هٰذَا ٱلْكِتَاب؟ — أَيْنَ تَكُونُ ٱلْمُقَابَلَة ؟ — هَلْ يَطْلُبُ ٱسْتِعْلَامَات بِشَأْن[1] هٰذِهِ ٱلْمَسْأَلَة[2] ؟ — هٰذِهِ ٱلْكُتُب مُفِيدَة جِدًّا لِلتَّعْلِيم — لَا أَرْغَبُ ٱسْتِعْمَال هٰذِهِ ٱلْكَلِمَات فِي هٰذَا ٱلْمَوْضِع — أَتَأَمَّلُ ٱلْحُصُول عَلَى ذٰلِكَ ؟ — يَلْزَمُ ٱسْتِئْذَان نَاظِر ٱلْمَدْرَسَة قَبْل ٱلْخُرُوج — يَرْغَبُ ٱسْتِحْضَار هٰؤُلَاءِ ٱلْأَشْخَاص فِي ٱلْحَال — أَلْعِلْم أَعْظَم مِيرَاث يَتْرُكُهُ ٱلْآبَاء لِلْأَبْنَاء — إِكْرَام ٱلسَّيِّدَات وَاجِب — حَصَلَتْ مُشَاجَرَة بَيْنِي وَبَيْن هٰذَا ٱلشَّابّ — يَلْزَمُ مُرَافَقَة هٰؤُلَاءِ ٱلْأَوْلَاد

— Exercise 78 —

Nobody has been sent to accompany these children. — We have three meetings a month. — How do you make these translations ? — Instruction is compulsory in this country (3). — What is the date of the presentation of the books? — Why do they wish to use this word instead of that? — When have they forbidden you to send money to this merchant? — We must make these people come here. — Were you present at the prince's reception? — Why does she ask for this information? — Do they not wish to use these words in their exercises? — Why do you refuse to send your children to this school? — Do you wish to enter them at the university? — The presentation of (the) requisitions will take place (4) to-morrow morning.

1. concerning... — 2. question. — 3. اَلْقُطْر — 4. يَكُونُ

74th Lesson — DEGREES OF COMPARISON

The Comparative

Comparative of equality

هِيَ طَوِيلَة مِثْل شَقِيقِهَا — She is as tall as her brother

The *comparative of equality* is formed by placing after the adjective كَ — مِثْل or نَظِير (as) which translate the expression *as ... as.*

Comparative of superiority

كَبِير great (from the verb كَبُرَ) أَكْبَر greater

صَغِير small (from the verb صَغُرَ) أَصْغَر smaller

The *comparative of superiority* of adjectives derived from *simple triliteral* verbs is formed on the model of أَفْعَل , by reducing these adjectives to the radicals of the verbs from which they are derived and placing أَ before them.

مُجْتَهِد diligent (إِجْتِهَاد diligence) أَكْثَر اجْتِهَاداً more diligent

أَبْيَض white (بَيَاض whiteness) أَشَدّ بَيَاضاً whiter

The *comparative of superiority* of adjectives derived from verbs of *more than three* letters (quadriliteral or derived) and the comparative of adjectives denoting colours or deformities, are obtained by placing before the substantives (1) corresponding to these adjectives one of the expressions أَكْثَر (more), أَشَدّ (stronger) or another equivalent.

---

1. These substantives are terminated by (اً).

Comparative of inferiority

سَهْل easy	(سُهُولَة ease)	أَقَلّ سُهُولَةً less easy
صَعْب difficult	(صُعُوبَة difficulty)	أَقَلّ صُعُوبَةً less difficult
مُجْتَهِد diligent	(إِجْتِهَاد diligence)	أَقَلّ اُجْتِهَاداً less diligent
أَحْمَر red	(إِحْمِرَار redness)	أَقَلّ اُحْمِرَاراً less red

The *comparative of inferiority* is obtained by placing the word أَقَلّ (less) before the substantive corresponding to the adjective.

These boys are taller than these girls — هٰؤُلاَءِ اُلصِّبْيَان أَطْوَل مِنْ هٰؤُلاَءِ اُلْبَنَات

This girl is more diligent than that — هٰذِهِ اُلاَبْنَة أَكْثَر اُجْتِهَاداً مِنْ تِلْكَ

My books are less clean than yours — كُتُبِي أَقَلّ نَظَافَةً مِنْ كُتُبِكَ

This cloth is less black than that — هٰذَا اُلْجُوخ أَقَلّ سَوَاداً مِنْ ذَاكَ

This stuff is less yellow than that — هٰذَا اُلْقُمَاش أَقَلّ اُصْفِرَاراً مِنْ ذَاكَ

The comparative is always invariable ; *than* is translated by مِنْ .

75th Lesson — DEGREES OF COMPARISON

The Superlative

The Superlative (relative)

Mary and her brother are the smallest of the pupils — مَرْيَم وَشَقِيقُهَا أَصْغَرُ التِّلَامِذَة

The *superlative* of adjectives derived from *simple triliteral* verbs, followed by its complement, is rendered by the comparative which remains invariable.

These (d) are the most diligent of your children — هُمَا الْأَكْثَرُ اجْتِهَاداً مِنْ أَوْلَادِكُمْ

This is the blackest of my ewes — هِيَ الْأَكْثَرُ سَوَاداً مِنْ نِعَاجِي

The *superlative* of adjectives formed from verbs of *more than three* letters (quadriliteral or derived) and the superlative of adjectives which denote colours or deformities, are obtained by placing the definite article before the corresponding comparative ; *of* is translated by مِنْ .

Superlative of inferiority

She is the least beautiful of our neighbours — هِيَ الْأَقَلُّ جَمَالاً مِنْ جِيرَانِنَا

The *superlative of inferiority* is the comparative preceded by the definite article ; *of* is translated by مِنْ .

— Exercise 79 —

لاَ شَكَّ أَنَّ هٰذِهِ ٱلدُّرُوس أَسْهَل مِنَ ٱلَّتِي حَفِظْنَاهَا أَمْس — هٰذَا أَغْنَى تُجَّار ٱلْمَدِينَة [1] — هَلْ إِخْوَتكُمْ طِوَال كَأَوْلاَد عَمِّكُمْ ؟ — أَظُنُّ أَنَّهُمْ أَقْصَر مِنْهُمْ قَلِيلاً — هٰذِه ٱلأَقْمِشَة أَكْثَر بَيَاضًا مِنْ تِلْكَ — هٰذِه ٱلاِبْنَة أَجْمَل أَخَوَاتِهَا — أُوضَتِي أَوْسَع مِنْ أُوضَة صَدِيقِي — لاَ رَيْبَ أَنَّ هٰذَا ٱلطَّبِيب أَمْهَر مِنَ ٱلَّذِي جَاءَ أَمْس — هٰذَا أَكْبَر أَبْنَاء عَمِّنَا وَذَاكَ أَصْغَرهُمْ وَهٰذَا أَعْلَمهُمْ وَذَاكَ أَذْكَاهُمْ — هٰذِه ٱلتَّمَارِين أَصْعَب مِنَ ٱلَّتِي تَرْجَمْنَاهَا — أَنَا أَظُنُّ أَنَّهَا أَقَلّ صُعُوبَةً مِنْهَا — هٰذِه ٱلأَجْوَاخ هِيَ ٱلأَكْثَر سَوَادًا وَتِلْكَ ٱلأَقَلّ بَيَاضًا

— Exercise 80 —

This is the tallest of my sons and that is the smallest of my daughters. — This cloth is not so black as (less black than) that which we bought. — This lesson is easier than that (the lesson) of yesterday and more difficult than that (the lesson) of the day before yesterday. — Are your children more diligent or less diligent than those (the children) of your cousins ? — I think that they are more diligent and more intelligent than they. — These engineers are more skilful than those. — These are the most skilful engineers of the town. — These stuffs are not so green as (less green than) that which we sell. — Is not this house larger than our sister's house ? — I think that it is a little smaller than hers (her house). — John is the poorest of the family.

---

1. the town.

76th Lesson — THE CASES OF THE ARABIC DECLENSION

In Arabic, there are *three* cases which are distinguished by final vowel-accents. They are :

1o the *Raf'a* أَلرَّفْع sign : (ـُ) — 2o the *Nasb* أَلنَّصْب sign : (ـَ) — 3o the *Garr* أَلْجَرّ sign : (ـِ)

1st Case — أَلرَّفْع — (ُ)

نَجَحَ ٱلتِّلْمِيذُ — The pupil has succeeded

The Raf'a usually denotes the subject.

2nd Case — أَلنَّصْب — (ـَ)

نَشَرَ ٱلْخَبَرَ — He has published the news

ضَرَبْتُهُ ٱلْيَوْمَ — I struck him to-day

كَانَ يُوسُفُ خَادِمَنَا — Joseph was our servant

إِنَّ ٱلْكِتَابَ رَفِيقُ ٱلْإِنْسَانِ — The book is the companion of man

The **Nasb** usually marks the direct complement of the verb, circumstantial words, the complement of the verb كَانَ (to be) and similar verbs (1), the complement of the particles إِنَّ - أَنَّ (2) and their compounds (3).

---

1. of which the chief are : صَارَ (to become), أَصْبَحَ (to be in the morning), أَمْسَى (to be in the evening).

2. The particle إِنَّ which is generally used to give more force to a phrase, is placed before the subject noun, if the latter stands before the verb ; in such a case it is not translated in English.

3. E.g. لِأَنَّ (because), كَأَنَّ (as if), لٰكِنَّ (but).

3rd Case — أَلْجَرّ — (ـِـ)

مِنَ ٱلْمَدِينَةِ	قَصِيرُ ٱلْقَامَةِ	مِفْتَاحُ ٱلْبَابِ
From the city	Short of stature	The key of the door

The *Garr* is usually applied to the complement of a noun, adjective or preposition.

Exceptions :

1o. The *dual* ends in ـَـ انِ in the *Raf'a* and ـَـ يْنِ in the *Nasb* and *Garr*.

2o. The *regular plural masculine* ends in ـُـ ونَ in the *Raf'a* and ـِـ ينَ in the *Nasb* and *Garr*.

3o. The *regular plural feminine* ends in ـَـ اتِ in the *Nasb*.

4o. The *five* following *nouns* take و in the *Raf'a*, ا in the *Nasb* and ي in the *Garr* :

Father	أَبُو	أَبَا	أَبِي
Brother	أَخُو	أَخَا	أَخِي
Father-in-law	حَمُو	حَمَا	حَمِي
Mouth	فُو	فَا	فِي (1)
Possessor	ذُو	ذَا	ذِي

E.g. جَاءَ أَبُوكَ — شَكَرْتُ أَبَاكَ — كَتَبْتُ إِلَى أَبِيكَ

Remark. — the four former substantives accompanied by ٱلْ or by the conjunctive pronoun of the first person singular are written : أَبْ — أَخْ — حَمْ — فَمْ.

E.g. ٱلْأَخ (the brother) — فَمِي (my mouth).

---

1. It is also said فَمَ , in the three cases.

77th Lesson — THE CASES OF THE ARABIC DECLENSION

THE DOUBLING OF THE FINAL VOWEL-ACCENT

A French poet said	قَالَ شَاعِرٌ فَرَنْسَاوِيٌّ
I have read a book	قَرَأْتُ كِتَابًا
Branches of trees	فُرُوعُ شَجَرٍ

The final vowel-accent is doubled if the word on which it is placed is undetermined; this doubling of the vowel-accent is called *tanwîn*: (ـٌ), (ـً), (ـٍ).

ا is added to the termination (ـً), but it does not affect the pronunciation.

أَجْزَاءٌ parts　　مَدِينَةٌ town　　قُرًى villages

If the undetermined word ends in ء — ة — ى, the final ا is suppressed (1).

THE 3rd PERSON OF THE PRONOUN

عَلَيْهِ	فِيهِ	بِهِ
عَلَيْهِمْ	فِيهِمْ	بِهِمْ

For the sake of euphony, after (ـِ) or after ي without an accent or having (ـْ) over it, the accent of the 3rd person of pronoun (singular and plural) becomes (ـِ).

---

1. The (ـً) is sometimes used to form adverbs; e.g. يَوْمِيًّا (daily, day by day), شَهْرِيًّا (monthly), سَنَوِيًّا (annually).

— Exercise 81 —

كَمْ (1) سَاعَةً اشْتَرَيْتُمْ ؟ — كَمْ خَبَزاً فِي هٰذِهِ الْجَرِيدَةِ ؟ — لَاشَكَّ أَنَّ هٰؤُلَاءِ السَّيِّدَاتِ فَاضِلَاتٌ — تَرْجَمْنَا الْكِتَابَ الَّذِي أُرْسِلَ إِلَيْنَا — كُنْتُ فَقِيراً فَصِرْتُ غَنِيّاً — كَمْ مُؤَلَّفاً تَقْرَؤُونَ فِي السَّنَةِ؟ — عِنْدَنَا عَرَبَةٌ وَحِصَانَانِ — أَكْرِمُوا آبَاءَكُمْ وَأُمَّهَاتِكُمْ — لَا أَظُنُّ أَنَّ أَخَاكَ يُحَاسِبُ الطَّبِيبَ الْيَوْمَ — مَتَى وَعَدَنِي هٰذَا الشَّابُّ بِالْخُرُوجِ مَعِي ؟ — كَمْ نُسْخَةً أَرْسَلُوا إِلَى الْجَرَائِدِ ؟ — مَا اسْمُ هٰذَا الرَّجُلِ وَمَا أَسْمَاءُ أَوْلَادِهِ ؟ — كَمْ عَسْكَرِيّاً وَصَلَ أَمْسِ؟

— Exercise 82 —

Do you know the doctor who lives in this little street? — I know him very slightly (little). — These merchants sold (some) cloth and (some) stuffs to my brother. — Has Joseph returned with his friends? — The dog is a friend of (the) man. — Where do you wish that he sends his son? — This princess was poor but she has become very rich. — Have you thoroughly (2) understood the lessons which we have explained to you? — How many pages have you written? — I love (3) my father and my mother. — He loves his brother and his sister. — We love our parents (4). — I think that our neighbours will never leave their house. — What are these engineers doing here? — He hopes that his son and his brother will succeed. — Has John gone out with his father or his brother? — We shall set out (5) in (6) a month or two (months).

---

1. The noun immediately following كَمْ (how much, how many?) is in the singular and in the *Nasb*.

2. جَيِّدًا — 3. to love أَحَبَّ — 4. parents أَهْل — 5. to set out سَافَرَ — 6. بَعْد .

78th Lesson — THE NUMERALS

CARDINAL NUMERALS

Three men	ثَلاَثَةُ رِجَالٍ	Nine women	تِسْعُ نِسَاءٍ

a) - The numerals from *three* to *nine* inclusive are written in the feminine if the noun which follows them is masculine and vice-versa,

The noun is placed in the plural and in the *Garr.*

Eleven men	أَحَدَ عَشَرَ رَجُلاً
Twelve books	إِثْنَا[1] عَشَرَ كِتَاباً
Nineteen women	تِسْعَ عَشْرَةَ اُمْرَأَةً
Sixty-five pupils	خَمْسَةٌ وَسِتُّونَ تِلْمِيذاً

b) - The numerals from *eleven* to *ninety-nine* inclusive take the following noun in the singular and in the *Nasb.* [2]

Ten men	عَشَرَةُ رِجَالٍ	Eleven girls	إِحْدَى عَشْرَةَ بِنْتاً
Ten women	عَشْرُ نِسَاءٍ	Seventeen boys	سَبْعَةَ عَشَرَ صَبِيّاً

c) - The numeral *ten*, when used alone, follows the same rule as the numerals in class (a).

When used with another number, it is written in the same gender as the noun to which it refers; the noun is put in the singular and in the *Nasb.*

---

1. أَحَدَ and إِثْنَانِ or إِثْنَيْنِ give the feminine forms إِثْنَتَانِ ، إِحْدَى or إِثْنَتَيْنِ .

2. The numerals from *eleven* to *nineteen* inclusive, as well as the « tens » عِشْرُونَ ، ثَلاَثُونَ ، etc., always end in (ـَـ).

Five hundred men خَمْسِمِئَةِ رَجُلٍ

Four thousand women أَرْبَعَةِ آلَافِ اِمْرَأَةٍ

d) — The numerals *hundred* and *thousand* require the noun which follows them to be in the singular and in the *Garr* (1).

ORDINAL NUMERALS

First	أَوَّل	Eleventh	حَادِيَ عَشَرَ
Second	ثَانٍ (2)	Twelfth	ثَانِيَ عَشَرَ
Third	ثَالِث	Thirteenth	ثَالِثَ عَشَرَ
Fourth	رَابِع	Fourteenth	رَابِعَ عَشَرَ
Fifth	خَامِس	Fifteenth	خَامِسَ عَشَرَ
Sixth	سَادِس	Sixteenth	سَادِسَ عَشَرَ
Seventh	سَابِع	Seventeenth	سَابِعَ عَشَرَ
Eighth	ثَامِن	Eighteenth	ثَامِنَ عَشَرَ
Ninth	تَاسِع	Nineteenth	تَاسِعَ عَشَرَ
Tenth	عَاشِر	Twenty-first	حَادِي وَعِشْرُونَ

The 17th article أَلْمَادَّةُ ٱلسَّابِعَةَ عَشَرَةَ

The 34th line أَلسَّطْرُ ٱلرَّابِعُ وَٱلثَّلَاثُونَ

The ordinal numerals are used in the same gender as the nouns to which they refer. أَوَّل is an exception, making its feminine أُولَى.

1. See p. 26 (2) and (3) — 2. for ثَانِي.

— Exercise 83 —

بِعْتُ ثَمَانِيَةَ كُتُبٍ وخَمْسَةَ وَعِشْرِينَ دَفْتَراً وَسَبْعَ دَوَاةٍ — إِفْتَحُوا
ٱلدَّرْسَ ٱلسَّادِسَ ثُمَّ ٱلْخَامِسَ وَٱلْعِشْرِينَ — فِي هٰذَا ٱلْمُؤَلَّفِ
مِئَتَانِ وَثَلَاثُونَ صَحِيفَةً وَفِي كُلِّ صَحِيفَةٍ أَرْبَعَةَ عَشَرَ سَطْراً وَفِي كُلِّ
سَطْرٍ تِسْعُ كَلِمَاتٍ تَقْرِيباً — عِنْدَهُ ثَلَاثَةُ صِبْيَانٍ وَخَمْسُ بَنَاتٍ —
سَكَنْتُ فِي ٱلدَّوْرِ ٱلْأَوَّلِ وَسَكَنَ أَخِي فِي ٱلدَّوْرِ ٱلثَّالِثِ — هٰذِهِ
سَنَةُ ١٩١٠ — أَظُنُّ أَنَّ فِي ٱلدَّوْرِ ٱلْأَوَّلِ أَرْبَعَ أُوَضٍ وَفِي ٱلثَّانِي
وَٱلثَّالِثِ خَمْساً — يُوجَدُ فِي هٰذِهِ ٱلْكُلِّيَّةِ سَبْعُمِائَةٍ وَتِسْعُونَ
تِلْمِيذاً — كَمْ يَوْماً فِي ٱلسَّنَةِ ؟ — كَمْ سَطْراً كَتَبْتُمْ ؟

— Exercise 84 —

In the year (there are) three hundred and sixty-five days, in the month thirty or thirty-one days and in the week seven days. — Have you understood the tenth and the nineteenth lessons? — We have three dogs and two cats. — How many lessons have you studied? — Have you (s) copied the fifty-sixth article? — In the hour (there are) sixty minutes and in the minute sixty seconds. — What is the fourth sentence of this exercise? — In this family (there are) five doctors, four engineers, three school-mistresses, two advocates and one merchant. — How many houses have you? — Open (pl) the eleventh page of the dictionary. — I have bought a house of six stories and on (1) each storey (there are) fourteen rooms. — 56 (2) men. — 243 women. — 612 boys. — 4378 girls. — 16 sheep. — 8 camels. — 129 cocks — 25 hens. — 837 horses.

---

1. فِي — 2. Write in letters.

— Exercise 85 —

إِنَّ مِصْرَ[1] مِنْ أَخْصَبِ ٱلْبُلْدَانِ[2] وَمَوْقِعُهَا[3] فِي ٱلشَّمَالِ ٱلشَّرْقِيِّ[4] مِنْ أَفْرِيقِيَا[5] عَلَى سَاحِلِ[6] ٱلْبَحْرِ ٱلْأَبْيَضِ ٱلْمُتَوَسِّطِ[7] وَهِيَ مِنْ أَقْدَمِ ٱلْبِلَادِ ٱلْمَشْهُورَةِ[8] فِي ٱلتَّأْرِيخِ وَكَانَ ٱلْفَرَاعِنَةُ[9] مُلُوكًا لَهَا فِي قَدِيمِ ٱلزَّمَانِ وَتَشْهَدُ آثَارُهُمْ[10] عَلَى تَقَدُّمِ[11] ٱلْمِصْرِيِّينَ فِي تِلْكَ ٱلْأَيَّامِ وَمِنْ هٰذِهِ ٱلْآثَارِ ٱلْأَهْرَامُ[12] وَقَدْ بَنَاهَا بَعْضُ[13] مُلُوكِهِمْ لِتَكُونَ قُبُورًا[14] لَهُمْ وَفِي هٰذِهِ ٱلْبِلَادِ يَمْتَدُّ[15] نَهْرُ ٱلنِّيلِ[16] وَهُوَ مِنْ أَعْظَمِ أَنْهُرِ ٱلْأَرْضِ وَتَصُبُّ[17] مِيَاهُهُ[18] فِي ٱلْبَحْرِ ٱلْمَذْكُورِ وَفِي ٱلْقُطْرِ ٱلْمِصْرِيِّ[19] مُدُنٌ[20] شَهِيرَةٌ أَعْظَمُهَا ٱلْقَاهِرَةُ[21] وَهِيَ ٱلْعَاصِمَةُ[22]

---

1. Egypt - 2. بِلَاد و بُلْدَان countries - 3. مَوْقِع situation - 4. North-East - 5. Africa - 6. shore - 7. the Mediterranean Sea - 8. renowned - 9. the Pharaohs - 10. آثار monuments - 11. progress - 12. the Pyramids - 13. some - 14. قَبْر a tomb - 15. إِمْتَدَّ to stretch - 16. the Nile - 17. صَبَّ to pour - 18. مِيَاه waters - 19. أَلْقُطْر ٱلْمِصْرِيّ Egypt - 20. towns - 21. Cairo - 22. the capital.

— Exercice 86 —

وَفِي مِصْرَ يُزْرَعُ ٱلْقُطْنُ وَهُوَ مِنْ أَهَمِّ [1] مَوَارِدِ ٱلثَّرْوَةِ [2] فِيهَا
وَيُجْمَعُ ٱلْقُطْنُ فِي فَصْلِ ٱلْخَرِيفِ ثُمَّ يُرْسَلُ إِلَى ٱلْإِسْكَنْدَرِيَّةِ [3]
وَمِنْهَا يُحْمَلُ عَلَى ٱلسُّفُنِ [4] إِلَى كَثِيرٍ مِنْ مَمَالِكِ [5] أُورُوبَّا [6]
فَيُغْزَلُ [7] هُنَاكَ وَتُنْسَجُ [8] مِنْهُ ٱلْأَقْمِشَةُ ٱلَّتِي تُصْنَعُ مِنْهَا ٱلْمَلَابِسُ [9]

---

1. more important - 2. sources of wealth - 3. Alexandria - 4. سَفِينَة ship - 5. مَمْلَكَة a Kingdom, a State - 6. Europe - 7. غَزَلَ to spin - 8. نَسَجَ to weave - 9. (the) clothes.

APPENDIX

TECHNICAL & ADMINISTRATIVE TERMS

THE GOVERNMENT

State	دَوْلَة
Government	حُكُومَة

Presidency of the Council of Ministers	رِئَاسَة مَجْلِس ٱلنُّظَّار
Council of Ministers	مَجْلِس ٱلنُّظَّار

The Ministries — ٱلنِّظَارَات

Ministry of Foreign Affairs	نِظَارَة ٱلْخَارِجِيَّة
Ministry of Finance	نِظَارَة ٱلْمَالِيَّة
Ministry of War	نِظَارَة ٱلْحَرْبِيَّة
Ministry of Education	نِظَارَة ٱلْمَعَارِف ٱلْعُمُومِيَّة
Ministry of the Interior	نِظَارَة ٱلدَّاخِلِيَّة
Ministry of Justice	نِظَارَة ٱلْحَقَّانِيَّة
Ministry of Public Works	نِظَارَة ٱلْأَشْغَال ٱلْعُمُومِيَّة

Legislative Body — ٱلْهَيْئَة ٱلتَّشْرِيعِيَّة

Legislative Council	مَجْلِس شُورَى ٱلْقَوَانِين
General Assembly	ٱلْجَمْعِيَّة ٱلْعُمُومِيَّة

ADMINISTRATIVE HIERARCHY

Permanent Staff	مُسْتَخْدَمُون دَاخِلُون فِي هَيْئَة ٱلْعُمَّال
Unclassified Employés	مُسْتَخْدَمُون لَيْس لَهُمْ دَرَجَات
Agents hors cadres	خَدَمَة خَارِجُون عَنْ هَيْئَة ٱلْعُمَّال
Common Servants	خَدَمَة سَائِرَة

Minister	نَاظِر	Inspector	مُفَتِّش
Adviser	مُسْتَشَار	Sub-Inspector	وَكِيل مُفَتِّش
Under-Secretary of State	وَكِيل نِظَارَة	Assistant-Inspector	مُسَاعِد مُفَتِّش
Director-General	مُدِير عَامّ	Private Secretary	سِكْرتِير خُصُوصِيّ
Controller	مُرَاقِب	Chief clerk	رَئِيس قَلَم
Director	نَاظِر إِدَارَة — مُدِير	Second clerk	وَكِيل قَلَم
Sub-Director	وَكِيل إِدَارَة	Clerk	كَاتِب

Official	مُوَظَّف	Cashier	صَرَّاف
Employé	مُسْتَخْدَم	Keeper of Records	أَمِين مَحْفُوظَات
Foreign	أَجْنَبِيّ	Bursar	أَمِين تَوْرِيدَات
Native	وَطَنِيّ	Librarian	أَمِين مَكْتَبَة
Permanent	دَائِم — مُثَبَّت	Store-Keeper	مَخْزَنْجِيّ
Temporary	ظُهُورَات	Messenger	سَاعٍ

THE BUDGET

Budget	مِيزَانِيَّة
Year 1910	سَنَة ١٩١٠
Chapter	فَصْل
Receipts	إِيرَادَات
Expenditure	مَصْرُوفَات
Ordinary expenditure	مَصْرُوفَات عَادِيَّة
Special expenditure	مَصْرُوفَات خُصُوصِيَّة
Secret expenditure	مَصَارِيف سِرِّيَّة
Miscellaneous expenses	مَصَارِيف مُتَنَوِّعَة
Unforeseen expenses	مَصَارِيف غَيْر مَنْظُورَة
General expenses	مَصَارِيف عُمُومِيَّة
Transport expenses	مَصَارِيف اُنْتِقَال
Cost of printing	مَصَارِيف مَطْبُوعَات
Sundries	مَصَارِيف نَثْرِيَّة
Travelling allowances	بَدَل سَفَرِيَّة
Salary	مَاهِيَّات

Allowances	مُرَتَّبَات
Pensions	مَعَاشَات
Indemnities	تَعْوِيضَات
Subventions, grants	إِعَانَات
Gratuities	مُكَافَآت
General Reserve	إِحْتِيَاطِيّ عُمُومِيّ
Credits	إِعْتِمَادَات
Supplementary credit	إِعْتِمَاد إِضَافِيّ
Dues	رُسُوم
Taxes	عَوَائِد
Taxation, taxes	أَمْوَال
Estimates	تَقْدِيرَات
Surplus	زِيَادَة
Deficit	عَجْز
Saving	وَفْر
Transfer	نَقْل — تَحْوِيل

ADMINISTRATIVE WORDS IN FREQUENT USE

Rescript	إِرَادَة سَنِيَّة
Khedivial Ordinance	أَمْر كَرِيم
Law, Code	قَانُون
Decree	أَمْر عَالِ
Ministerial Order	قَرَار وِزَارِيّ
Statute, regulation	لاَئِحَة
Circular	مَنْشُور
Notice	إِعْلاَن
Agreement	إِتِّفَاق
Report	تَقْرِير
Memorandum	مُذَكِّرَة
Letter	مُكَاتَبَة — إِفَادَة — رِسَالَة
Order	أَمْر
Decision	قَرَار
Certificate	شَهَادَة
Draft, project	مَشْرُوع
Copy	صُورَة — نُسْخَة
Leave	إِجَازَة

MINISTRY OF WAR

Headquarters Staff	أَرْكَان حَرْب
Military School	مَدْرَسَة حَرْبِيَّة
Department of Supplies	لَوَازِمَات ٱلْجَيْش
Recruiting Department	إِدَارَة ٱلْقُرْعَة
Equipment	تَجْهِيزَات
Munitions	ذَخَائِر
Rations	تَعْيِينَات
Garrison	حَامِيَة
Escort	حَرَس
General	قَائِد — جِنِرَال
Adjutant General	أَدْجُوتَانت جِنِرَال
Aide de camp	يَاوِر
Officer	ضَابِط
Non-commissioned officer	صَفّ ضُبَّاط
Soldier	جُنْدِيّ — عَسْكَرِيّ

MINISTRY OF EDUCATION

Superior Council	أَلْمَجْلِس ٱلْأَعْلَى
School Management Committee	أَللَّجْنَة ٱلْعِلْمِيَّة ٱلْإِدَارِيَّة
School of Medicine	مَدْرَسَة ٱلطِّبّ
School of Engineering	مَدْرَسَة ٱلْمُهَنْدِسْخَانَة
Khedivial School of Law	مَدْرَسَة ٱلْحُقُوق ٱلْخِدِيوِيَّة
Training College	مَدْرَسَة ٱلْمُعَلِّمِين
School of Agriculture	مَدْرَسَة ٱلزِّرَاعَة
Technical School	مَدْرَسَة ٱلصَّنَائِع
Industrial School	مَدْرَسَة ٱلصِّنَاعَة
Egyptian Mission	أَلْإِرْسَالِيَّة ٱلْمِصْرِيَّة

Primary school	مَدْرَسَة ابْتِدَائِيَّة	Special school	مَدْرَسَة خُصُوصِيَّة
Secondary school	مَدْرَسَة ثَانَوِيَّة	Boys' school	مَدْرَسَة بَنِين
Higher college	مَدْرَسَة عَالِيَة	Girls' school	مَدْرَسَة بَنَات

Department of Agriculture and Technical Education	إِدَارَة ٱلزِّرَاعَة وَٱلتَّعْلِيم ٱلصِّنَاعِيّ
Model Workshops	أَلْوُرَش ٱلصِّنَاعِيَّة
Khedivial Library	أَلْكُتُبْخَانَه ٱلْخِدِيوِيَّة

MINISTRY OF THE INTERIOR

Central Administration	دِيوَانُ ٱلْعُمُوم
Public Security Department and Press Bureau	قِسْمُ ٱلضَّبْطِ وَٱلْمَطْبُوعَات
Identification Service	قَلَمُ تَحْقِيقِ ٱلشَّخْصِيَّة
Police Service	قِسْمُ ٱلْبُولِيس

Mudiria, province	مُدِيرِيَّة	Sub-Mudir, wekil	وَكِيلُ مُدِيرِيَّة
Governorate	مُحَافَظَة	Governor	مُحَافِظ
Markaz, district	مَرْكَز	Sub-Governor	وَكِيلُ مُحَافَظَة
Mudir	مُدِير	Commandant of police	حِكِمْدَارُ بُولِيس

Municipalities أَلْبَلَدِيَّات

Municipal commission	مَجْلِسُ بَلَدِيّ
Local commission	مَجْلِسُ مَحَلِّيّ
Municipal delegation	مَأْمُورِيَّةُ بَلَدِيَّة
Electoral college	لَجْنَةُ ٱلِٱنْتِخَابَات
Elected members	أَلْأَعْضَاءُ ٱلْمُنْتَخَبُون
Exporters	تُجَّارُ ٱلصَّادِرَات
Importers	تُجَّارُ ٱلْوَارِدَات
Proprietors	أَصْحَابُ ٱلْأَمْلَاك

Department of Public Health — مَصْلَحَة ٱلصِّحَّة ٱلْعُمُومِيَّة

Scavenging and Watering Service — قِسْم ٱلْكَنْس وَٱلرَّش

Khedivial Laboratory — أَلْمَعْمَل ٱلْكِيمَاوِيّ ٱلْخِدِيوِيّ

Hygienic Institute — أَلْمَعْمَل ٱلْبَكْتِرْيُولُوجِيّ

Vaccine Institute — مَعْمَل ٱسْتِخْرَاج ٱلْمَادَّة ٱلْجِدْرِيَّة

Medical Service — أَلْقِسْم ٱلطِّبِّيّ

Veterinary Service — أَلْقِسْم ٱلْبَيْطَرِيّ

Antirabic Institute — مُسْتَشْفَى ٱلْكَلَب

Ophthalmic hospital — مُسْتَشْفَى ٱلرَّمَد

Lunatic Asylum — مُسْتَشْفَى ٱلْمَجَاذِيب

Slaughter-house — سَلَخَانَة

Principal medical officer — حَكِيم بَاشِي

Veterinary Surgeon — طَبِيب بَيْطَرِيّ

Chemist — كِيمَاوِيّ

Midwife — حَكِيمَة — قَابِلَة

Prophylactic measures — إِحْتِيَاطَات صِحِّيَّة

Infections diseases — أَمْرَاض عَفِنَة

Disinfection — تَطْهِير

Drugs — أَدْوِيَة

Prisons Department — تَفْتِيش عُمُوم ٱلسُّجُون

Reformatory School — إِصْلَاحِيَّة ٱلْأَحْدَاث

Prison — سِجْن

Repression of Slave Trade Department — مَصْلَحَة مَنْع تِجَارَة ٱلرَّقِيق

Sanitary, Maritime and Quarantine Board — مَجْلِس ٱلصِّحَّة ٱلْبَحْرِيَّة وَٱلْكَرَنْتِينَات

Encampment — مَحْجَر

Pilgrims — حُجَّاج

MINISTRY OF PUBLIC WORKS

Administrative Service	قِسْم ٱلْإِدَارَة
Technical Service	قِسْم ٱلْهَنْدَسَة
Irrigation Department	تَفْتِيش عُمُوم ٱلرَّيّ
1st Circle of Irrigation	تَفْتِيش رَيّ ٱلْقِسْم ٱلْأَوَّل
Conversion of Basins	تَحْوِيل ٱلْحِيَاض
Buildings Department	إِدَارَة عُمُوم ٱلْمَبَانِي
Tanzim and Roads Service	إِدَارَة ٱلتَّنْظِيم وَٱلطُّرُق
Zoological Garden	حَدِيقَة ٱلْحَيَوَانَات

Director of Works	مُدِير أَعْمَال
Chief Engineer	بَاشْمُهَنْدِس
Electrical Engineer	مُهَنْدِس كَهْرَبَائِيّ
Mechanical Engineer	مُهَنْدِس مِيكَانِيكِيّ
Architect	مُهَنْدِس مِعْمَارِيّ
Draughtsman	رَسَّام
Engineering Works	أَشْغَال فَنِّيَّة

Reservoir	خزّان
Dams	قناطر
Swing-bridges	كباري متحرّكة
Upkeep and Repairs	صيانة وترميم
Agricultural Roads	سكك زراعيّة
Canals and drains	ترع ومصارف
Machines	آلات

Antiquities Department	إدارة عموم الآثار

Railway Administration	مصلحة السكك الحديديّة
Permanent Way Department	قسم هندسة السكك
Traffic Department	قسم الإدارة
Goods Department	قسم البضائع
Rolling Stock Department	قسم هندسة الوابورات

Telegraph Department	مصلحة التلغرافات

MINISTRY OF JUSTICE

Court of Appeal	مَحْكَمَة اُسْتِئْنَاف
Assize Court	مَحْكَمَة جِنَايَات
Mixed Tribunal	مَحْكَمَة مُخْتَلِطَة
Native Tribunal	مَحْكَمَة أَهْلِيَّة
Tribunal of 1st Instance	مَحْكَمَة اِبْتِدَائِيَّة
Mehkemeh	مَحْكَمَة شَرْعِيَّة
Parquet	أَلنِّيَابَة
Registries	أَقْلَام اُلْكُتَّاب
President of a tribunal	رَئِيس مَحْكَمَة
Procureur-Général	نَائِب عُمُومِيّ
Chef de parquet	رَئِيس نِيَابَة
Substitute	وَكِيل نِيَابَة
Counsellor, judge	مُسْتَشَار — قَاضٍ
Judges	قُضَاة
Chief clerk, registrar	بَاشْكَاتِب
Registrar	كَاتِب أَوَّل
Assistant registrar	كَاتِب ثَانٍ
Usher	مُحْضِر
Copying-clerk	مُبَيِّض
Copyist	نَسَّاخ
Medico-legal expert	طَبِيب شَرْعِيّ
Sitting	جَلْسَة
Lawsuit, action	قَضِيَّة
Judicial police	أَلضَّبْطِيَّة اُلْقَضَائِيَّة

OTHER DEPARTMENTS

Caisse de la Dette Publique	صُنْدُوق ٱلدَّيْن ٱلْعُمُومِيّ
Guaranteed debt	أَلدَّيْن ٱلْمَضْمُون
Privileged debt	أَلدَّيْن ٱلْمُمْتاز
Unified debt	أَلدَّيْن ٱلْمُوَحَّد
Loan	سُلْفَة — قَرْض
Annuity	قِسْط سَنَوِيّ
Interest	فَائِدة
Redemption	إِسْتِهْلاك
Title-deeds	أَوْرَاق مَالِيَّة
Shares	أَسْهُم
Debentures	سَنَدَات

Wakfs Administration	إِدَارَة عُمُوم ٱلْأَوْقَاف
State Domains Department	مَصْلَحَة ٱلْأَرَاضِي ٱلْأَمِيرِيَّة
Museum of Arab Art	دَار ٱلْآثَار ٱلْعَرَبِيَّة
Khedivial Agricultural Society	أَلْجَمْعِيَّة ٱلزِّرَاعِيَّة ٱلْخديوِيَّة

SUDAN GOVERNMENT

Office of the Governor-General	مَكْتَب ٱلْحَاكِم ٱلْعَامّ
Office of the Inspector-General	مَكْتَب ٱلْمُفَتِّش ٱلْعَامّ
Civil Secretary's Department	إِدَارَة ٱلسِّكْرتير ٱلْمُلْكِيّ
Legal Secretary's Department	أَلْإِدَارَة ٱلْقَضَائِيَّة
Financial Secretary's Department	أَلْإِدَارَة ٱلْمَالِيَّة
Intelligence Department	إِدَارَة ٱلْمُخَابَرَات
Education Department	إِدَارَة ٱلْمَعَارِف
Woods and Forests Department	إِدَارَة ٱلْغَابَات
Agriculture and Lands Department	إِدَارَة ٱلزِّرَاعَة وَٱلْأَرَاضِي
Game Preservation Department	إِدَارَة وِقَايَة ٱلْحَيَوَانَات ٱلْبَرِّيَّة
Survey Department	إِدَارَة ٱلْمِسَاحَة
Medical Department	أَلْإِدَارَة ٱلطِّبِّيَّة

INDEX

Pages

PREFACE 4

SYMBOLS & ABBREVIATIONS. 6

Part I — READING LESSONS

ALPHABET (letters, vowel-accents, signs). 8

Weak or lengthening letters 22

Solar and lunar letters. 24

THE NUMERALS. 25

Part II — GRAMMAR

Personal pronouns. 28

— conjunctive 28

— disjunctive. 34

THE VERB

REGULAR VERBS

Simple triliteral verbs (regular) 36

Past tense 37

Present and future tense. 43

Imperative 51

Pages

Simple quadriliteral verbs (regular) 55

Present & future tense preceded by certain particles 59

Agreement of the verb 61

Participles of simple verbs (regular). 63

THE NOUN

Genders 65

Numbers. 67

Regular plural 71

Irregular plural 74

THE ADJECTIVE

Genders and numbers of adjectives 81

Agreement of the qualifying adjective 84

Demonstrative adjectives 86

Indefinite adjectives 88

Interrogative adjectives 88

THE PRONOUN

Demonstrative pronouns. 91

Relative pronouns 93

Interrogative pronouns 96

Indefinite pronouns 96

Part III — GRAMMAR (Syntax)

Pages

IRREGULAR VERBS

Simple triliteral verbs (irregular) 100

Reduplicated verbs. 100

Assimilated verbs. 102

Concave verbs. 104

Defective verbs 108

Hamzated verbs. 112

Participles of simple triliteral verbs (irregular). . . . 114

DERIVED VERBS 115

Derivatives from triliteral verbs 115

Derivatives from quadriliteral verbs. 124

FORMATION OF COMPOUND TENSES. 125

THE PASSIVE VERB. 128

THE MASDAR or VERBAL NOUN. 130

DEGREES OF COMPARISON. 134

THE CASES OF THE ARABIC DECLENSION. 138

THE NUMERALS. 142

APPENDIX

	Pages
The Government	148
Administrative hierarchy	149
The budget	150
Administrative words in frequent use	151
Ministry of Finance	152
Ministry of War	154
Ministry of Education	155
Ministry of the Interior	156
Ministry of Public Works	158
Ministry of Justice	160
Other Departments	161
Sudan Government	162

INDEX TO VOCABULARIES

	Pages
The school	28,30
The dining-room	32,34
A room	36,38
Time	40,42
The bed-room	44
The family	46
A street	48
Dress	50
The human body	52,54
Animals	56,58
Plants and seeds	60
A tree, flowers, fruits	62
The house, etc	64
Professions and trades	66,68
Tools	70
Lighting, warming, natural phenomena	72
Time (of the clock)	80
Travelling	88
Military terms	92

S192 430 01 2